Syllabus: History of Landscape Architecture 11:550:250
(3 credits, a SEBS Core Curriculum course)

Mondays, 10:55am - 12:15pm, Thursdays, 10:55am-12:15 pm, Blake Hall, Room 128
Start: September 5, 2019
Half-day excursion to New York City on September 21 or 22, 2019 (TBD)

Requirements this class fulfills: SEBS Historical Analysis
Prerequisites: None

Professor: Dr. Anette Freytag
Associate Professor, Department for Landscape Architecture, Rutgers University, 218 Blake Hall, 93, Lipman Drive, New Brunswick
Office hours: Thursdays, 3:30 - 4:30 PM or by appointment Blake Hall 218
anette.freytag@rutgers.edu
Website for uploaded course material: rutgers.sakai.edu

Course Description

This course is dedicated to students who want to grasp the history of humans shaping their environment. It explores the evolution of the Western Landscape from the Minoan Civilization to the contemporary period. From the large scale of natural or cultivated landscapes to small-scale gardens, the lectures present the historical periods of different types of designed landscapes and their general cultural and historical contexts. Throughout the lecture series the principles of topology as a theoretical framework and method to recall the potentials of landscape architecture are discussed. Landscape architecture is understood as an integrative discipline with a deeply rooted tradition in shaping and preserving nature. The goal of establishing a «topological thinking» is to merge ecological concerns and a design approach that takes into account the basic factors of modeling a site: the understanding of both the terrain and the history of a place, its spatial qualities, the condition of its soil, the proper use of plants and building materials, and the adjustment to the expectations of its users while challenging aesthetic sensitivities.

This course is dedicated to planners, designers and engineers as well as students from the arts and sciences. It aims to have an effect on how students perceive their current natural and built environment and provide them an opportunity to tie in with a continuity gained from centuries of learned skills and care with regard to the shaping of nature and landscape.
Textbooks for the course (provided in reserve in the Chang Library throughout the semester)

Learning Goals SEBS Core Curriculum for History

**Learning Goal 1:** Historical Analysis (h.) Understand the bases and development of human and societal endeavors across time and place.

Learning objectives associated with this learning goal:
1a. Students will be introduced to the art of place making as it was taught in different civilizations throughout the centuries. They will gain an understanding of why specific landscapes were chosen for settlements and how these settlements were organized with regard to the relationship between the natural and the built environment. (HST-h)

1b. Students will explore the impact different forms of knowledge - from the sacred to the technical - had on the shaping of landscapes and gardens up to the contemporary period. (HST-h)

**Learning Goal 2:** Historical Analysis (k.) Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.

2a. Students will be introduced to the connection and interaction between landscape design, architecture, art and literature. They will be able to identify the ideas and basic forms of landscape designs throughout the centuries. They will also be able to read a historic plan, describe a designed landscape and roughly date it. (HST-k)
2b. Students will explore place making, landscape design and garden art as creations that appeal to all human senses. They will investigate what makes a designed landscape successful and accepted by its users. In addition, what role the subjective human experience plays in this process. They will understand that aesthetic experience is not absolute but also depended on cultural imprints. (HST-k)

**SAKAI**
Please make sure to check the class Sakai website regularly. All assigned reading material and all necessary information will be uploaded and regularly updated.

**Readings**
You are expected to complete assigned readings and exercises before the start of class and give your personal reflection on the text. It is mandatory that you print out the texts that are discussed on the day of class and have your notes ready. Reading a text on a smart phone or a computer is not appropriate for this course. This course is about the history and theory of designed landscapes. Learning to read and understand a theoretical text is part of an important learning experience at the undergraduate level that will help you throughout your future studies. Your participation in discussions will be observed to assure equity. This participation is valued higher than the result of the final exam. All texts will be uploaded to SAKAI by the professor.

**Exercises and field trip**
Throughout the course four assignments and a half-day-field trip are scheduled. In case you may not participate in the field trip to Central Park, you will get an extra assignment that has to be delivered by November 18.

**Disability services**
Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:
https://ods.rutgers.edu/students/documentationguidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructor and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form

Absence policies
Students are expected to attend all classes; if you expect to miss a class, please use the University absence reporting website https://sim.rutgers.edu/ssra/ to indicate the date and reason of your absence. An email is automatically sent to me. Three unexcused absences lead to the downgrading of an entire grade.

Course work
The keynote presentations of the lectures are provided online after class. You are encouraged to take notes during the lecture.

Course evaluation
Final Grades include: A (90-100%), B+ (86-89%), B (80-85%), C+ (76-79%), C (70-75%), D (60-69%), F (less than 60%)

Individual student course grades are based on possible 100 points / 100%
Participation in the course and discussions 30 points / 30%
Assignment 2+ 4 15 points / 15%
Mid-term test 20 points / 20%
Assignment 3 + field trip or paper 15 points / 15%
Final test 20 points / 20%

Extra credit
Assignment 1 will bring you 5 extra credit points. You can also gain extra credits for joining lectures and fieldtrips that are thematically linked to the class.

Opportunities for extra credits:
- September 10, field trip to the exhibition “Design with Nature Now” in Philadelphia. Bus departing at 12:15pm at Blake Hall; Return: c.a. 5:30pm. Brings you 10 extra credits unless you are in the LA Junior studio. Free of charge.
- Make a short intro presentation to a reading that has to be prepared that day (c.a. 5min). Present the author or summarize the main thoughts of the reading. 5 extra credits (only one presentation per student)

Minus credit will be used if students use cell phones during classes, surf in the Internet or doing other work not related to the actual class.
## Tentative schedule of the Classes: Dates, Topics and Assignments

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<thead>
<tr>
<th>2019</th>
<th>Monday – Blake Hall 128</th>
<th>Thursday - Blake Hall 128</th>
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<tr>
<td>W 1</td>
<td>September 2</td>
<td>September 5</td>
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<tr>
<td></td>
<td>OFF-Labor Day</td>
<td><strong>Lecture</strong>: Fundamentals I: Topology and Phenomenology in Landscape Architecture</td>
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<td><strong>Handout</strong>: Syllabus</td>
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<td>W 2</td>
<td>September 9</td>
<td>September 12</td>
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<td><strong>Field Trip</strong>: Good weather: we go out Fundamentals II (student presentations): The Landscape of my Childhood.</td>
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<td><strong>Exercise</strong>: All students bring an object that reminds them of the landscape of their childhood. They present themselves to the class by telling their name and their story - The Landscape of my Childhood. Not more than 3 minutes each.</td>
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<td><strong>Assignment 1</strong>: write down your memory (one page) and answer the questions posted on SAKAI by September 19 5 points (oral presentation and text)</td>
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<td>W 3</td>
<td>September 16</td>
<td>September 19</td>
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<td><strong>Discussing reading assignments together</strong> - André Corboz, “The Land as Palimpsest”. In: Diogenes, March 1983 (31), 12-34. - Girot, Freytag et al., Topology, Pamphlet N°15, 2013, read p. 7-9 (Intro); and p. 46 (Maxims)</td>
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|      | **Assignment 2**: Written reflection on the readings (3 pages) and answer the questions posted on SAKAI by Sept. 30. 10 points. | **Preparing for the field trip to Central Park**  
Documentary: Frederick Law Olmsted, Designing America (60min)  
Information on the field trip / instructions for the group work during the field trip will be given. |
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<tr>
<th>Week 3</th>
<th><strong>SATURDAY</strong> - September 21 OR SUNDAY September 22 (TBD on Sept. 5)</th>
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<tr>
<td>Assignment 3: Group work + document what you have learned / to be presented on November 18</td>
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<td>15 points (incl. field trip)</td>
<td><strong>Fundamentals V</strong></td>
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<tr>
<td>Field Trip to New York City, Central Park</td>
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<td>with Tim Marshall</td>
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<td>Guided tour and investigations in groups. (if you cannot come to the field trip you will get an additional assignment in compensation)</td>
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<th>Week 4</th>
<th>September 23</th>
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<tr>
<td><strong>Lecture:</strong> Early Settlements: The Landscape of the Minoan Civilization and its Origins</td>
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<td><strong>Reading:</strong> Vincent Scully, <em>The Earth, the Temple and the Gods. Greek Sacred Architecture</em>, 2013 (first ed. 1962)</td>
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<tr>
<td>- Chapter 2: The Great Goddess, read p.10 (2\textsuperscript{nd} paragr.) - p. 19 (1\textsuperscript{st} paragr.)</td>
<td>September 26</td>
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<td><strong>Lecture:</strong> Demeter and Apollo: Sacred Landscapes in Greece</td>
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<th>Week 5</th>
<th>September 30</th>
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<td><strong>Lecture:</strong> Organizing the Territory: Landscape and Gardens of the Roman Civilization (I)</td>
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<td>Chapter 2: Utilitarian and ornamental house gardens, 20-39</td>
<td>October 3</td>
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<tr>
<td><strong>Lecture (part II):</strong> Organizing the Territory: Landscape and Gardens of the Roman Civilization (II)</td>
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<tr>
<td><strong>Reading:</strong> J. D. Hughes, <em>Environmental Problems of the Ancient Greeks and Romans</em>, 1994, Chapt. 9-10, 149-179.</td>
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<th>Week 6</th>
<th>October 7</th>
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<td><strong>Midterm test</strong> - Written exam</td>
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<td>Four general questions regarding the topics learned so far</td>
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<tr>
<td>- Archetypes, Topology/Palimpsest / Landscapes of the Minoan and Greek Civilizations / Organization of the Roman Territory / Greek and Roman Gardens 20 points</td>
<td>October 10</td>
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<td><strong>Lecture:</strong> Orient and Occident: Medieval Gardens</td>
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<td><strong>Reading:</strong> Paul Meyvaert, ”The Medieval Monastic Garden”, <em>Medieval Gardens</em>, 1983, read p. 25–p.43 1\textsuperscript{st} paragraph.</td>
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| W 7 | October 14 | **Lecture:** The New World - New Territories. Cartography and Mapping in the Renaissance  
**Reading:** Thomas King, “Forget Columbus”, *The Inconvenient Indian*, 2012, 1-20. | October 17 | **Lecture:** Gardens of the Renaissance |
| W 8 | October 21 | **Lecture:** Geometry and Power: Baroque Gardens  
**Reading as warm up and preparation for the final exam:** Georges Farhat, “Great Vistas in the Work of Le Notre”, *André Le Nôtre in Perspective*, ed. by Bouchenot-Dechin and Farhat, 2013, 170-187. | October 24 | **Guest Lecture:** Lara Mehling, MLA GSD, PhD cand. ETH Zurich:  
Turkey Red: How West Asian Flora coined the Baroque *parterres de broderie*, transmitted by Ottoman textiles. |
| W 9 | October 28 | **Lecture:** The English Landscape Garden in Great Britain  
**Reading as warm up:** Christophe Girot, "Gravity. The Constant of Nature", *The Course of Landscape Architecture* (Intro chapter 8), 2016, 201-212 and 224-231. | October 31 | **Lecture:** The English Landscape Garden in Europe and in the US  
| W 10 | November 4 | **Guest presentation:** Aliya Williams, TBC, (Rutgers, BSLA 2020)  
Spatializing Blackness: Untangling the Twisted Roots of Black Spaces and Landscape Cognition in the Terrain  
**Mandatory reading:** Ginsburg, Rebecca. "Freedom and the Slave Landscape", *Landscape Journal* (26),1, 2007, pp. 36–44. | November 7 | **Guest presentation:** Giovanni Caputo (Rutgers, BSLA 2020) presenting *Cultivating Justice*, a web portal and story map on the rich legacy of African American Agriculture by Dean Laura Lawson, Rutgers University and documentary filmer William Atwater.  
**Reading as warm up and preparation for the final exam:** Laura Lawson, "Sowing the city", *Nature* (540) December 2016, 522–524. |
| Week 11 | November 11 | Lecture: From the *flaneur* to the «man of the crowd»: Nineteenth Century Promenades: Berlin-Paris-Vienna-New York  
Assignment 4 as warm up for the 20th century LA in the US  
*Paradise Planned: The Garden Suburb and the Modern City*, ed. by Stern, Fishman, Tilove, 2013; Chap. 1, 17-45, Chapt. 2, 47-201 (pictures)  
Please read Chapter 1 and look at plans and pictures of Chpts. 1+2. Choose one plan, take a photo or copy, describe it in detail (1 page), name the designer, the name of the project, the year and explain why you have chosen it (half-3/4 page) Due by November 23, 6pm.  
You can consult the book in the junior studio at Blake Hall 147 and at the Chang Library (Reserve). 5 points |
|---|---|---|---|---|
| Week 12 | November 18 | Student presentations (in groups): Frederick Law Olmsted and lessons learned from Central Park | November 22 | Guest Lecture Alyssa Schwan, University of Manitoba/Winnipeg  
Learning from the Traditional Ecological Knowledge and Wisdom of Indigenous Peoples |
| Week 13 | November 25 | Presentation: Modern Landscape Architecture I  
(Basics, international style)  
Students are presenting their chosen plans from *Paradise Planned (Assignment 4) / Discussion* | November 26 | TUESDAY (Thanksgiving) Lecture: Modern Landscape Architecture II (Dan Kiley, Garret Eckbo, Thomas Church, James Rose)  
| Week 14 | December 2 | Lecture: Ecology and Design I  
Landscape Architecture since the 1960s: The environmental crisis and its consequences (Ian Mc Harg, Lawrence Halprin, Roberto Burle Marx, natural garden movement, the wild as metaphor of resistance)  
See readings next page! | December 5 | Lecture: Ecology and Design II  
Landscape Architecture since the 1960s: The postmodern movement (Tracks and traces, the topological dimension of postmodernism, the impact of the La Villette Competition)  
See readings next page! |
Readings as warm up for the class and in preparation of the final exam:

Readings as warm up for the class and in preparation of the final exam:


W 15

December 9
Discussion: Ecology and Design III: Approaches of the 21st century


December 11
Regular Classes End
December 12: NO CLASS

FINAL

Final Exam: Tuesday, December 17, 12pm-3pm. BL 128
Written exam. You get two questions (a-b) and a set of plans to describe and to date out of three different topics discussed after the mid-term review.
Resources are uploaded on SAKAI. 20 points

Final exam
Please note the date of the final exam. As the university schedules it, the date is not negotiable (see: http://finalexams.rutgers.edu)
During the final exam, you will get two questions (a-b) and a set of plans to describe and to date out of three different topics discussed after the mid-term review The topics will be announced on November 26 and a folder with relevant reading material will be uploaded to SAKAI.

Applies to midterm test and final exam
You may not take notes, books or cell phones to the final exam. The professor will provide the paper you write on. Dictionaries (hard copies) are allowed for students whose mother tongue is not English. The professor will check them at the beginning and during the exam.
Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

Please read the principles of academic integrity carefully: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

Just in case....

Student Wellness Services

Just In Case Web App http://codu.co/cee05e
Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/ CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www vpva.rutgers.edu/ The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Scarlet Listeners
(732) 247-5555 / https://rutgers.campuslabs.com/engage/organization/scarletlisteners Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.