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

Thursdays, 10:55am-1:55pm, Blake Hall, Room 128  
Start: September 6, 2018  
One-day excursion to New York City on November 17, 2018  

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
Historical Analysis (h.) Understand the bases and development of human and societal endeavors across time and place.
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.

Goals and Learning Objectives
Learning Goal 1: Students shall understand that we have entered the Age of the Anthropocene where most of our environment is man-made. As designers they should be able to tie into the millenary history of human interaction with the environment and understand which forms and meanings were impressed to the landscape during the past centuries.

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.

1b. Students will explore the impact of different forms of knowledge, from the sacred to the technical, had on the shaping of landscapes and gardens up to the contemporary period.
1c. Students will be able to identify the ideas and basic forms of landscape designs throughout the centuries. They will be able to roughly date a garden design when reading a historic plan.

Learning Goal 2: Students will learn about the aesthetic dimension of place making and especially of garden art. They will investigate the role of subjective human experience for the experience of beauty. Students will also explore the inherent correlation between landscape aesthetics and landscape ethics.

Learning objectives associated with this learning goal:
2a. 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.

2b. Students will be introduced to the connection and interaction between landscape design, architecture, art and literature. They will develop skills to describe, analyze and interpret landscape architecture as a true cultural, vital and important discipline oscillating between art and science.

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 and articles will be uploaded to SAKAI by the professor.

Exercises and field trip
Throughout the course five exercises and a one-day-field trip are scheduled. Make sure that you participate in them, as they are important for your learning and also for your final grade. In case you may not participate in the field trip to Central Park, scheduled on Saturday, November 17, you will get an extra assignment that has to be delivered on November 29. The classes of September 13 and October 18 are canceled as compensation of the one-day field trip.

Accommodations for students with disabilities
Please follow the procedures outlined at https://ods.rutgers.edu/students/registration-form. Full policies and procedures are at https://ods.rutgers.edu/

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. However, 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%
Own exercises 25 points / 25%
Mid-term test 15 points / 15%
Participation in the field trip or paper 10 points / 10%
Final test 20 points / 20%

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.
### Schedule of the classes: Dates, topics and assignments (may be subject to change)

<table>
<thead>
<tr>
<th>Thursday - Blake Hall 128</th>
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<tbody>
<tr>
<td><strong>W 1</strong></td>
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<tr>
<td><strong>September 6</strong></td>
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<tr>
<td><strong>Lecture:</strong> Fundamentals I: Topology and Phenomenology in Landscape Architecture</td>
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<tr>
<td><strong>Handout:</strong> Syllabus</td>
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<tr>
<td><strong>Reading together in class:</strong></td>
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<tr>
<td>Topology, Pamphlet N°15, 2013, pp. 7-9; and p. 46 (Maxims).</td>
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<td>(Authors: Girot, Freytag et al.)</td>
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<td>Keep in mind for field trip on September 27.</td>
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<tr>
<td><strong>Assignment 1</strong> – Summary of a text by André Corboz, “The Land as Palimpsest”. In: Diogenes, March 1983 (31), pp.12-34.</td>
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<td>You will get a set of questions to answer. Due by September 19 / discussion in class on September 20.</td>
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<td><strong>W 2</strong></td>
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<td><strong>September 13</strong></td>
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<tr>
<td><strong>NO CLASS IN COMPENSATION OF THE ONE DAY FIELD TRIP on November 17.</strong></td>
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<td>Please work on Assignment 1 and prepare Assignment 2 for September 20.</td>
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<td><strong>W 3</strong></td>
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<td><strong>September 20</strong></td>
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<td>Good weather: we go out</td>
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<td><strong>Assignment 2, Student presentations:</strong></td>
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<tr>
<td>The Landscape of My Childhood.</td>
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<td>All students bring an object that reminds them of the Landscape of their Childhood. They present themselves to the class by telling their name, showing their object and telling the related story. Not more than 3-5 minutes each.</td>
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<td>September 20 (BL-128)</td>
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<td><strong>Fundamentals II</strong></td>
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<tr>
<td><strong>Second part of class.</strong></td>
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<td>Reading and discussing:</td>
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<tr>
<td>André Corboz, “The Land as Palimpsest”. In: Diogenes, March 1983 (31), pp.12-34</td>
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<tr>
<td>After the presentation in class, please write down your childhood testimony (One-page max) and upload it to SAKAI until September 27.</td>
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| W 4 | September 27  
**Lecture:** Fundamentals III: Landscape Today - Tomorrow - Yesterday  
(What is nature? What is landscape? Archetypes in landscape)  

**Reading assignment:**  
| W 5 | October 4  
**Lecture:** Early Settlements: The Landscape of the Minoan Civilizations and its Origins  
**Lecture:** Demeter and Apollo: Sacred Landscapes in Greece  

**Reading as warm up for the class and the midterm exam:**  

| W 6 | October 11  
**Lecture:** Organizing the Territory: Landscape and Gardens of the Roman Civilization  
Explaining what material has to be studied for the Midterm test.  
|  | **Second part of class: Field trip**  
Cook Campus: The Ugly and the Beautiful  
**Exercise:** Students and instructor explore Cook campus together and discuss the principles of topology while analyzing the environment.  
**Assignment 3:** After the field trip you are asked to describe either a spot you liked or you disliked, explain why and relate your experience to the principles of Topology.  
(One page max)  
Please upload your description and the answers to the questions until October 3.  

**Second part of the class:**  
**Class discussion of reading assignment as preparation for the midterm test:**  


| W 7 | October 18  
NO CLASS in compensation of the field trip |
|-----|------------------------------------------------|
| W 8 | October 25  
**Midterm test** - Written exam  
(80min)  
Four general questions regarding the topics learned so far  
- Topology  
- The Land as Palimpsest  
- Landscapes of the Minoan and Greek Civilizations  
- The Organization of the Roman Territory  
- Greek and Roman Gardens  
Students who cannot attend the Midterm test (ASLA) will do an oral exam and have to bring the drawings of Assignment 4 before October 31. |
|     | Second part of the class  
Letter of Pliny the Younger. In: *The letters of Pliny the Younger, with observations on each letter; and an essay on Pliny’s life*, by John Earl of Orrey, London: 1752. **Copies of the texts will be provided.**  
Students draw an image of either garden. Bring sketchbooks and pencils. The drawings will be handed to the instructor at the end of the class. |
| W 9 | November 1  
**Lecture**: Orient and Occident: Medieval Gardens  
**Reading as warm up for the class**:  
|     | Second part of the class  
**Lecture**: The New World - Territories and Gardens of the Renaissance I  
**Reading as warm up and preparation for the final exam** The Renaissance script. |
| W 10 | November 8  
**Lecture**: The New World - Territories and Gardens of the Renaissance II  
|     | Guest intervention by Kathleen Kambic, University of New Mexico.  
**Lecture**: Geometry and Power: Baroque Gardens I  
| W 10 | **Recommendation:** Attendance of the lecture "Landscape and Labor: Working with Allan Kaprow" by Philip Ursprung, Dean of Architecture at ETH Zurich on November 9, 2018, c.a.4:00pm at the Zimmerli Art Museum will be awarded with extra points. Make-up of the lecture possible. |
| W 11 | **November 15**  
**Lecture:** Geometry and Power: Baroque Gardens II  
**Lecture:** The English Landscape Garden in Great Britain and the Continent  

**Reading as warm up:**  
| W 12 | **November 17**  
**Field Trip to New York City with Tim Marshall**  
Central Park  
High Line  
Time Shrine Foundation  
Anyone who cannot participate in the field trip has to write a six-page paper instead. (Arial or Times New Roman 11 point, 1.5 interspace) Assignment will be announced. |
| W 12 | **November 22**  
**Lecture:** From the *flaneur* to the «man of the crowd»: Nineteenth Century Promenades.  

**Reading as warm up and preparation for the final exam:** Luisa Maria Marceca, Reservoir, circulation, residue. J.C. Alphand, technological beauty and the green city, in: *Lotus international quarterly architectural review*, (30) 1981, 56-79.  
| **W 13** | November 29  
Guest lecture by Amber Betances.  
Master of Landscape Architecture 2017  
Rutgers Alumni  
Space and Race, 19.-20. Centuries  
Reading assignment:  
Carolyn Finney, Black Faces, White Spaces: African-Americans and the Great Outdoors, University of California (study report, no year indicated).  
Students who have not participated in the field trip must hand in the six-page paper on the reading assignment. |

| **November 29**  
Modernity  
Reading assignments as warm up for class and exercise to be handed in by December 6  
Paradise Planned: The Garden Suburb and the Modern City, ed. by Robert A. Stern, David Fishman, Jacob Tilove. New Work: The Monacelli Press 2013. - Chapter One & Two: Origins, pp. 17-45 (mainly pictures); The Garden Suburb in America. 1850-1940. Students should read Chapter 1 and look at plans and pictures of Chapters 1+2.  
Each student chooses one plan that she or he likes. Please describe the plan in detail (one page), name the designer, the name of the project and the year and explain why you have chosen it. You may take a picture or a copy as of November 20. A copy of the book will be at your disposal in the Junior studio from November 20-December 6. Another is at your disposal at the Chang Library for the whole semester (Reserve) |

| **W 14** | December 6  
Lecture: Ecology and Design: Landscape Architecture in the Twentieth Century  
Guest lecture by Mary Pat MacGuire, UIUC, College of Fine and Applied Arts  
Readings as warm up for the class and in preparation of the final exam:  
<table>
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<tr>
<th>W 15</th>
<th>December 12</th>
<th>December 13 <strong>NO CLASS</strong></th>
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<tbody>
<tr>
<td>W16</td>
<td><strong>Final exam, December 18, 12pm-3pm, BL 128</strong></td>
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**Written exam.**
You get three questions (a-b) out of four topics discussed after the mid-term review. Resources are uploaded on SAKAI.

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**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 be asked questions out of four different topics discussed after the mid-term review. The topics will be announced on November 21 and a folder with relevant reading material will be uploaded to SAKAI.
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.

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**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.
The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.
- Adherence to these principles is necessary in order to ensure that everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
• the academic and ethical development of all students is fostered.
• the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

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. See also: [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/)