

Syllabus

History of Landscape Architecture 11:550:330 Fall 2016



Monday 10:55 AM - 12:15 PM BL-131

Thursday 10:55 AM - 12:15 PM BL-128

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: Wednesday 3:00 - 4:00 PM or by appointment Blake Hall 218
anette.freytag@rutgers.edu
Website for uploaded course material: rutgers.sakai.edu

Lecture Series on the History and Theory of Designed Landscapes

Course Description

The history of landscapes and gardens gives information about important societal and national discourses, because man's relationship with nature has always been existential. Understanding designed landscapes always leads to a deeper understanding of their inhabitants' cultural identity. This knowledge is very precious. It also helps to understand the service which landscaping disciplines are able to render society.

The course is dedicated to students who want to grasp the history of men shaping his environment and aims to have an effect on how students perceive their natural as well as their built environment. It is dedicated to planners, designers and engineers as well as students from the arts and sciences. The course shall provide 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.

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.



Textbook for the course

Christophe Girot, *The Course of Landscape Architecture. A History of our Designs on the Natural World, from Prehistory to the Present*, London: Thames & Hudson, 2016

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. They will understand design as an expression of art, engineering, political power and social practice.

1b. Students will explore the impact of different forms of knowledge, from the sacred to the technical, on the shaping of landscapes and gardens up to the contemporary period.

1c. Students will investigate how the history of landscape architecture enlightens us on societal and national discourses that were important for specific design solutions.

1d. 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, as well as analyze and critique designed landscapes through writings and annotated graphs.

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 they will explore 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. 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. As it is essential that you commit to coming to class prepared and that you fully participate in class discussions and assignments, this participation is valued equally to the result of the final

exam. All texts and articles will be uploaded to SAKAI by the professor. An additional bibliography will be provided separately.

Exercises and field trip

Throughout the course four exercises and a 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 19, you may instead deliver a four page summary of a book until November 28. The classes of November 14 and November 28 are canceled as a compensation of the field trip and to give those who may not participate time to assure their paper is ready by November 28.

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 one or two classes, 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.

Course work

No keynote presentations of the lectures are not provided online or in print. You are encouraged to take notes during the lecture.

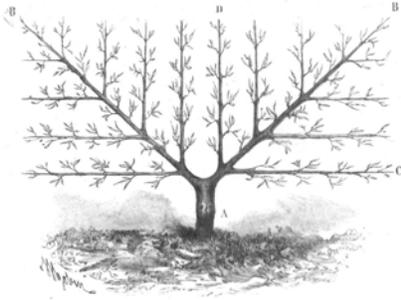
Course Evaluation

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	20 points / 20%
Mid-term test	15 points / 15%
Participation in the field trip or paper	05 points / 05%
Final test	30 points / 30%

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

	Monday - Blake Hall 131	Thursday - Blake Hall 128
W 1	September 5, 2016 OFF-Labor Day	September 8 Lecture: Fundamentals I: Topology and Phenomenology in Landscape Architecture Handout: Syllabus
W 2	September 12 Field Trip: Good weather: we go out Fundamentals II (students presentations): The Landscape of my Childhood. The Landscape of my Dreams Exercise: 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 - The Landscape of my Dreams. Not more than 3-5 minutes each.	September 15 Field Trip on Campus Fundamentals III (exploring and discussing): Cook Campus: The Ugly and the Beautiful Exercise: Students and instructor explore Cook campus together. Please bring paper and pencils for sketches, smartphones for filming and recording.
W 3	September 19 Fundamentals IV Class Discussion: Topology - Introduction- Definitions - Reflections - Maxims. Reading: Girot, Freytag et al., <i>Topologie / Topology</i> , Pamphlet N°15, 2012, pp. 7-8; 34-46.	September 22 (BL-128) Lecture: Fundamentals V: Landscape Today - Tomorrow - Yesterday (What is nature? What is landscape? Archetypes in landscape) Reading: Norbert Elias, "On Nature", in: <i>Essays I: On the Sociology of Knowledge and the Sciences</i> (=The Collected Works of Norbert Elias,

		Volume 14), edited by Richard Kilminster and Stephen Mennell. Dublin, IE: University College Dublin Press, 2009.
W 4	<p>September 26</p> <p>Class Discussion: Fundamentals VI: Nature and Landscape: Symbolic Meaning and Daily Use</p> <p>Reading: Lucius Burckhardt, <i>Why is Landscape Beautiful? The Sciences of Strollology</i>, edited by Markus Ritter and Martin Schmitz. Basel. Birkhäuser, 2015, pp. 31-50.</p> <ul style="list-style-type: none"> - "Why Is Landscape Beautiful" (1979) - "Ecology - Only a Fashion?" (1984) - "Nature Is Invisible" (1989) <p>André Corboz, "The Land as Palimpsest". In: Diogenes, March 1983 (31), pp.12-34.</p> <p>Exercise: Please bring your sketches and videos/sound recordings from Cook Campus (Sept. 15) to the class.</p>	<p>September 29</p> <p>Lecture: Early Settlements: The Landscape of the Minoan Civilizations and its Origins</p>
W 5	<p>October 3</p> <p>Class Discussion:</p> <p>Reading: Vincent Scully, <i>The Earth, the Temple and the Gods. Greek Sacred Architecture</i>, San Antonio, Texas: Trinity University Press, 2013 (first edition 1962)</p> <ul style="list-style-type: none"> - Chapter 1 & 2: Landscape and Sanctuary, pp. 39-49; The Great Goddess, pp. 50-73 	<p>October 6</p> <p>Lecture: Demeter and Apollo: Sacred Landscapes in Greece</p>
W 6	<p>October 10</p> <p>Class Discussion:</p> <p>Reading: Maureen Carroll-Spillecke, <i>Earthly Paradises. Ancient Gardens in History and Archeology</i>, London: The British Museum Press, 2003.</p> <p>Chapter 1&2: Ancient gardens and evidence, pp. 8-19; Utilitarian and ornamental house gardens, pp. 20-39</p>	<p>October 13</p> <p>Lecture: Organizing the Territory: Landscape and Gardens of the Roman Civilization</p> <p>Reading as warm-up for class and the midterm exam: Jashemski, Wilhelmina, "The Campanian Peristyle Garden". In: <i>Ancient Roman Gardens</i>, edited by</p>

		Elisabeth Mac Dougall, Wilhemina Jasehmski, Washington D.C.: Dumbarton Oaks, pp. 29-48.
W 7	<p>October 17</p> <p>Listening and Imagining: The arrival of Odysseys in the gardens of Alkinoos. In: <i>The Odyssey</i>, by Homer. English Translation by Edward Mc Crorie, Richard P. Martin, London: John Hopkins University Press, 2004, p. 94 (verses 120 and 130).</p> <p>Selected passages of the letters of Pliny the Younger on his country houses (villas). In: <i>The letters of Pliny the Younger, with observations on each letter; and an essay on Pliny's life</i>, by John Earl of Orrey, London: 1752.</p> <p>Exercise: Students should read and listen and then draw an image of either garden. Please bring sketchbooks and pencils.</p>	<p>October 20</p> <p>Lecture: Orient and Occident: Medieval Gardens</p>
W 8	<p>October 24</p> <p>Midterm test - Written exam.</p> <p>Three general questions regarding the topics learned so far</p> <ul style="list-style-type: none"> - Topology - Landscapes of the Minoan and Greek Civilizations - The Organization of the Roman Territory - Greek and Roman Gardens 	<p>October 27</p> <p>Lecture: The New World - Territories and Gardens of the Renaissance</p>
W 9	<p>October 31</p> <p>Guest Lecture: by Bianca Maria Rinaldi (Italy-Singapore) Gardens in China: The Role of Nature in Design</p>	<p>November 3</p> <p>Guest Lecture: by Bianca Maria Rinaldi (Italy-Singapore) Gardens in Japan: Subtle Landscapes</p>

W 10	<p>November 7</p> <p>Lecture: Geometry and Power: Baroque Gardens</p> <p>Reading: <i>André Le Nôtre in perspective</i>, edited by Patricia Bouchenot-Déchin and Georges Farhat, Versailles : Paris : New Haven: 2013. - selected chapters will be assigned.</p>	<p>November 10</p> <p>Students are asked to take part in a special common lecture at 11 am</p> <p>Ken Klipstein, Director of Watershed Protection Programs, NJ Water Supply Authority: <i>From municipalities to watersheds and back</i>. 202 Cook Campus Center</p> <p>For this reason the Baroque Garden Course is limited to November 7.</p>
W 11	<p>November 14</p> <p>No Class: compensation of the field trip on Nov. 19 to NYC, Central Park.</p>	<p>November 17</p> <p>Lecture: The English Landscape Garden in Great Britain and the Continent</p> <p>Reading: <i>Landscape Design and the Experience of Motion</i>, ed. by Michel Conan, Washington D.C.: Dumbarton Oaks Colloquium on the History and Theory of Landscape Architecture 24, 2007</p> <p>- Michael Charlesworth, "Movement, Intersubjectivity, and Mercantile Morality at Stourhead", pp. 263-285.</p> <p>Alessandra Ponte, "Public Parks in Great Britain and the United States: From a 'Spirit of the Place' to a 'Spirit of Civilization'". In: <i>The History of Garden Design</i>, edited by Monique Mosser, Georges Teyssot, pp. 373-386.</p>
Saturday Field Trip	<p>November 19, Saturday: Field Trip to New York City, Central Park</p> <p>Reading: Frederick Law Olmsted, <i>Forty Years of Landscape Architecture: Central Park</i>, edited by F. L. Olmsted Jr and Theodora Kimball, Cambridge, Mass: MIT Press, 1973. Students who may not participate in the field trip are asked to write a four-page summary of the book.</p>	

<p>W 12</p>	<p>November 21</p> <p>Class Discussion: Discussion of the Impressions in Central Park: Comparing the 18th Century and 19th Century Landscape Gardens /Parks (Design, Grading, Planting, System of Paths and Streets and the Experience of Motion)</p> <p>Supplementary Reading Assignment (see also warm-up for Nov. 17)</p> <p>Alessandra Ponte, "Public Parks in Great Britain and the United States: From a 'Spirit of the Place' to a 'Spirit of Civilization'. In: <i>The History of Garden Design</i>, edited by Monique Mosser, Georges Teyssot, pp. 373-386.</p> <p><i>Landscape Design and the Experience of Motion</i></p> <p>Michael Charlesworth, "Movement, Intersubjectivity, and Mercantile Morality at Stourhead", pp. 263-285.</p> <p>- Anette Freytag, "When the Railway Conquered the Garden: Velocity in Parisian and Viennese Parks", pp. 217-242.</p>	<p>November 22 - TUESDAY (Today follows a Thursday Schedule in the eyes of Rutgers)</p> <p>Lecture: From the <i>flaneur</i> to the «man of the crowd»: Nineteenth Century Promenades</p> <p>November 24 - Thanksgiving - NO CLASS (class is hold on November 22)</p>
<p>W 13</p>	<p>November 28</p> <p>No Class: in compensation of the field trip on Nov. 19 (NYC, Central Park) Students who have not participated in the field trip must hand in the four-page summary of the book on F.L. Olmsted's work (see reading assignment in preparation of the field trip).</p>	<p>December 1</p> <p>Lecture: The architectural garden around 1900</p> <p>Reading: Anette Freytag, "Josef Hoffmann's unknown masterpiece: The Garden of Stoclet House in Brussels (1905-1911)," <i>Studies in the History of Gardens and Designed Landscapes</i> 30, 4 (2010), pp. 337-372.</p> <p>The second uploaded paper is to study the artworks in more detail; you do not have to read it but you may.</p>

<p>W 14</p>	<p>December 5 Class Discussion:</p> <p><i>Paradise Planned: The Garden Suburb and the Modern City</i>, edited by Robert A. Stern, David Fishman and Jacob Tilove. New York: The Monacelli Press, 2013.</p> <ul style="list-style-type: none"> - Chapter One & Two : Origins, pp. 17-45 (mainly pictures); The Garden Suburb in America. 1850-1940. <p>Students should read chapter one and look at plans and pictures of chapter one and two.</p> <p>Exercise: Student choose one plan that she or he likes and put it on the desk at the beginning of class. The plans will be assembled to groups and be discussed during the course. You may take a picture or a copy from the book during Wednesday Nov 16 or Nov. 30 from 1pm-4pm. Two copies of the book will be at your disposal in my office BL-218.</p>	<p>December 8 Lecture: Functional Nature: From the Garden City to Modernist "Greenery"</p>
<p>W 15</p>	<p>December 12 Lecture: Ecology and Design : Landscape Architecture since the 1970s</p> <p>Reading: Anette Freytag, "Back to Form: Landscape Architecture and Representation in Europe after the Sixties." In: <i>Composite Landscapes. Photomontage and Landscape Architecture</i>, edited by Charles Waldheim, Andrea Hansen. Ostfildern: Hatje Cantz, 2014, pp. 92-115.</p> <p>Anette Freytag, "A Vocabulary for the Landscape. Kienast's Designs and the Different Kind of Postmodernism," <i>Topos – The International Review on Landscape Architecture and Urban Design</i> 78 (2012), pp. 102-109.</p>	<p>December 14 Regular Classes End</p> <p>December 15: NO CLASS</p>

FINAL	Final Exam: Tuesday, December 20, 12pm-3pm
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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 during class. 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.

Requirements:

- 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/>