Landscape History II: 1850 to the Present
16:550:552: M-W 10:55 to 12:15
Fall 2016

Kathleen John-Alder, ASLA  kathleen.johnald@rutgers.edu
Office Hours: Wednesday 1:00-2:00 or by appointment.
Course Description:
The course is a research seminar that engages the historical and theoretical underpinnings of landscape architecture from 1850 to present. Class lectures, readings and discussions will relate this history to the evolution of the profession, and changing ideas of landscape and design as exemplified by the leading protagonists in the field. To help students understand the main styles, approaches, and movements in landscape architecture during this period discussions will first examine specific case studies before moving outward to engage broader historical and geographic perspectives that situate these works in relation to their larger social and intellectual context. Although emphasis is paid to important design figures and their built work, an attempt has also been made to incorporate readings that pose alternative visions and critiques. To promote a more concrete understanding of the wide-ranging and complex issues enumerated above, and in response to the geographic location of Rutgers University, the course uses New York City as its textbook.

Course Lectures:
There are two weekly lectures. The instructor will introduce the weekly topic of discussion in the first lecture. The second lecture will consist of student led discussions of assigned readings.

Course Field Trips:
The course also includes two all-day field trips to New York City. These trips provide the opportunity to observe landscape design in situ. The first trip will walk Central Park and Manhattan. The second trip visits the outer boroughs of the city.

Course Learning Objectives:
• Students become familiar with significant landscape designs and landscape designers.
• Students become familiar with design shifts in spatial form, scale, programming from the mid-nineteenth through the 20th century.
• Students learn to spatially analyze design landscapes and to find connections to historical precedence.
• Students learn to analyze the relationship between designed landscapes and their cultural, social, political context.
• Students learn to present historical research and analysis in verbal and written formats.
Course Requirements:
This course is a research seminar. As such, students will be expected to attend all classes. Assignments include:

- **Class Presentation:** Each week one or more students will collaborate with the instructor in running the class discussion and presenting a selected reading(s) or case study.
- **(20% of grade)**

- **Pop-Quizzes:** Two take-home quizzes that cover the material delivered in the weekly lecture and assigned readings. (10% of grade)
- **What’s Out There New Jersey:** (20% of grade). In conjunction with the Cultural Landscape Architecture Foundation and the National Park Service (NPS), Northeast Region, this history seminar will compile material for the “What’s Out There Guide” for New Jersey. Each student will document a minimum of three sites. Topics for this research will be themed. For example, landscapes under the jurisdiction of the NPS (The Appalachian Trail, Water Gap), historic park lands under the jurisdiction of the NPS (Passaic Great Falls, Sandy Hook, Ellis Island), Olmsted and Olmsted Brothers designed landscapes (Cadwalader Park, Lawrenceville School, Essex County Park System), other pioneer designers (Ellen McGowan Shipman and Llewellyn Park, and Stein, Wright and Radburn, New Jersey), parks and open space (Robert Geddes and Liberty State Park, James Rose and the Rose Center, or Robert Hanna and Laurie Olin and the Johnson and Johnson Headquarters), and historic landscapes (Washington Crossing State Park and the Revolutionary War Battlefields), infrastructure landscapes (The New Jersey Turnpike and Garden State Parkway), the Jersey shore (Asbury Park and Atlantic City), art sites (Athena Tacha and “Green Acres” or Gordon Matta Clark and “Splitting”).

  This research will require students to visit each site, photographically document its physical character. This work must be supplemented with archival research of primary sources that includes a written description of the site’s history archival research. (In addition to the designer and the theory behind the design, this case study analysis must include historical context, physical context, and issues of scale, space, form, circulation, connectivity, material selection, the way the space is socially occupied and used, and sustainability/ecology - water, planting, sun-shade).

  The final product involves a concise 2-3-paragraph description of each site (and accompanying photograph. All material will be collated as a group in an excel spreadsheet provided by the Cultural Landscape Foundation. Further, all material in each report must be fact-checked by another student. For reference on the final product see: tclf.org/sites/default/files/microsites/wot-guides.html

- **Final Paper:** This assignment builds upon the research for “What’s Out There New Jersey”, and will research and discuss in greater detail the histories of the three sites documented by each student. As mentioned above, in addition to the designer, and the theory behind the design, this case study analysis
must include the designer, design theory, historical context, urban context, and issues of scale, space, form, circulation, connectivity, material selection, the way the space is socially occupied and used, and sustainability/ecology (water, planting, sun-shade). However, the paper will also provide a counterpoint to this formal historical analysis by also including three examples of comparable informal histories of the New Jersey landscape. (50% of grade, divided as follows: 5% 3-paragraph description of topic and three proposed sites, 10% 5-page topic outline of all six, sites (3-formal and 3-informal) and 30% final draft of 15 page paper). Grades will be based upon the content and quality of the analysis and the writing.

**Paper Due Dates:**

- **Week 4:** 3-Paragraph description of each site plus annotated bibliography and 3-5 proposed images. Annotated bibliography citation format to follow *Chicago Manual of Style*. The following are examples of citations with annotated comments:

  Rowe’s introduction defends the five architects against the charges of formalism and bourgeois lack of consciousness (p 81), and raises the issue of how architectural form can function critically.

  Huyssen’s distinction between critical and affirmative modes of postmodernism offers a framework to discuss the positions of the American avant-garde in mid-twentieth century architecture.

  The statistics compiled by the United States Department of Education during the 1990s will help demonstrate close ties between American design schools and the country’s architectural avant-garde.

- **Week 8:** 7-page outline of final paper with a clearly articulated introductory page, plus a 1-page description of each of the three sites selected, and a 1-page description of each of the three alternative history landscapes. The submission is to also include in addition to the seven written pages an updated and revised bibliography and images.

- **Week 16:** 4,000 words final manuscript (approximately 15-18 pages with 1” margins, and Times New Roman font, 12 pt., double spaced) Word count does not including bibliography, endnotes and images.
Lecture Topics and Weekly Readings:

**Week 1: Course Introduction Landscape and History**
Landscape history and its study, and an overview of the class schedule and field trips.

**Week 2: The Genesis of Landscape Architecture in the United States: Romantic and Progressive Visions**

**Case Study:** Central Park

**People:** Andrew Jackson Downing, Frederick Law Olmsted and Calvert Vaux

**Assigned Reading:**

**Supplemental Reading:**

**Week 3: Playgrounds Past and Present**

**Case Studies:** Heckscher Playground _ Dutch Adventure Playgrounds_ Play Mountain_ Adele Rosenwald Levy Memorial Playground_ Central Park Adventure Playground_ Riis House _ Teardrop Park_P.S.19 School Yard

**People:** Aldo Van Eyck _ Louis Kahn _ Isamu Noguchi _ Richard Dattner _ Paul Friedberg _ Michael Van Valkenburgh _ Ken Smith

**Assigned Reading:**

**Supplemental Reading:**


**Week 4: Street Life**

Case Studies: Colonial Streets _ The Commissioners’ Plan of 1811 _ Central Park Carriage Drives _ Eastern and Ocean Parkways Brooklyn _ The Brooklyn Queens Expressway and the Brooklyn Heights Promenade _ Times Square to Herald Square _ Highline _ Lowline

People: Frederick Law Olmsted _ Robert Moses _ Jane Jacobs _ William H. Whyte _ Bernard Rudofsky _ James Corner _ James Ramsey & Dan Barasch

**Assigned Reading:**

**Supplemental Reading:**

**Week 5: Sidewalk Critiques, Slum Clearance, Urban Renewal and the Modern Plaza**

Case Studies: Rockefeller Center | Lincoln Center | Metropolitan Museum of Art Stairs

People: Lewis Mumford | Ada Louise Huxtable | Vincent Scully | Raymond Hood | Wallace Harrison | Dan Kiley | Diller Scofidio Renfro | Olin Studio

**Assigned Reading:**

**Supplemental Reading:**

**Week 6: Sculpture Gardens**

Case Studies: Museum of Modern Art (MoMA) Sculpture Garden | PS 1 | MoMA Roof Garden | Socrates Sculpture Park | Frick Museum
Major Figures: Philip Johnson _ Russell Page _ Mark di Suvero _ Ken Smith

Assigned Reading:

Supplemental Reading:
• Eckbo, Garrett. 1950. Landscape for Living (New York: F. W. Dodge Corporation)

Week 7: Place Making and Meaning

Case Studies: Bryant Park _ Jacobs Javits Plaza

People: Laurie Olin _ Richard Serra _ Martha Schwartz _ Michael Van Valkenburgh

Assigned Reading:

Supplemental Reading:
• *Trieb, Marc. “Must Landscape Mean?: Approaches to Significance in Recent Landscape Architecture” Landscape Journal 14(1) Spring 1995: 46-62.

Week 8: The Comfort of Clean Air

Case Studies: Ford Foundation _ Paley Park _ Greenacre Park _ Washington Bridge Apartments

People: Buckminster Fuller _ Kevin Roche _ Dan Kiley _ Anne Whiston Spirn _ Zion and Breen _ Sasaki and Associates
Assigned Reading:


Supplemental Reading:

- Brandt, Denise Hoffman. 2015. *City Sink: Carbon Cycle Infrastructure for our Built Environment* (Oscar Riera Ojeda Publishing Ltd.)

**Week 9: The Subdivision of Second Nature**

*Case Studies:* Riverside Park, Llewelyn Park, Broadacre City, Sunnyside Gardens, Radburn, Levittown, Freedom Land

*People:* Ebenezer Howard, Le Corbusier, Lewis Mumford, Clarence Stein & Henry Wright, Marjorie Sewell Cautley, Robert Venturi & Denise Scott Brown, Keith Krumwiede

**Assigned Reading:**


**Supplemental Reading:**

- Girling, Cynthia and Kenneth Helphand: *Yard, Street, Park: The Design of Suburban Open Space* (New York: Wiley)
Week 10: Earth Art: Dialectic, Destructive, Monumental and Decorative

Case Studies: Central Park _ Time Landscape _ Double Negative _ Ice Fence _ Burning Meadows _ Tanner Fountain _ Teardrop Park

Major Figures: Robert Smithson _ Gordon Matta-Clark _ Alan Sonfist _ Richard Serra _ Mary Miss _ Michael Van Valkenburgh _ Peter Walker _ Christo and Jeanne Claude

Assigned Reading:
- Czerniak, Julia. “Challenging the Pictorial: Recent Landscape Practice” Assemblage No. 34 (Dec 1997), 110-120.

Supplemental Reading:

Week 11: The Technological Fantastic


Major Figures: Frederick Law Olmsted _ Daniel Burnham _ Robert Moses _ Norman Belle Geddes _ Kevin Roche _ Charles Eames

Assigned Reading:

**Supplemental Reading:**

**Week 12: The Post-Modern Fragment & Deconstruction**

**Case Studies:** Manhattan Transcripts _ Parc de la Villette

**Major Figures:** Bernard Tschumi _ Rem Koolhaas

**Assigned Reading:**

**Supplemental Reading:**

**Week 13: Memorials and Monuments, Memory and Nostalgia**

**Case Studies:** Vietnam Veteran’s Memorial _ Franklin Delano Roosevelt Memorial _ Washington Monument _ World Trade Center National September 11 (9/11) Memorial

**Major Figures:** Maya Lin _ Lawrence Halprin _ Laurie Olin _ Peter Walker

**Assigned Reading:**
Supplemental Reading:


Week 14: Large Parks Revisited

Case Study: Downsvview Park _ Fresh Kills Park _ Brooklyn Bridge Park

Major Figures: Rem Koolhaas _ James Corner _ Stan Allen _ Michael Van Valkenburgh _

Assigned Reading:


Week 15: Sustaining the Water’s Edge: Ferry Terminal Wetlands _ Oyster Beds, Sponge Parks, & a Picturesque Mountain

Case Studies: Ferry Terminal _ Oyster Beds_ Sponge Park _Governor’s Island

People: Ken Smith _ Kate Orff _ Susannah Drake _ Guy Nordenson & Catherine Seavitt_ Anu Mather & Dilip DeCunha_ Adriaan Geuze

Assigned Reading:

Supplemental Reading:

**Week 16: Final Papers Due**
Class will consist of a short discussion of each paper and the What’s Out There New Jersey material. Plus voting and presentation of the awards for best paper title, best first sentence, and best first paragraph.

**Grading Procedures and Academic Integrity Polices:**  
Final course grades will be given as letters. When an assignment or project is given a number out of 100 it corresponds to these letter grades:

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<th>Letter</th>
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<td>90 and above</td>
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<td>B+</td>
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Grades and feedback for assignments will be provided to the student on a timely basis. Students should be aware of their current course average. It is up to you to speak with the Instructor if there are any discrepancies or concerns about your course performance.

If any personal circumstances inhibit your ability to fulfill the requirements of this course, immediately contact the instructor. Any student with a special need, circumstance, or disability, should make an appointment to see the instructor during the first week of classes.

The syllabus and course schedule are subject to change. Any changes to the syllabus or schedule will be announced in the scheduled lecture periods. It is your responsibility to stay informed!

**Violations of the University Academic Integrity Policy:**  
Plagiarism: Plagiarism is the representation of the words or ideas of another as one's own in any academic work. **Note: Proper paper citations are required to avoid plagiarism.** For further information on the Academic Integrity Policies of Rutgers and its standards of conduct please refer to: [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml).