

Syllabus: History of Landscape Architecture

Course number: 11:550:250

HST Historical Analysis Core Curriculum Course, 3 credits

Mondays, Thursdays 10:20am–11:40pm, Blake Hall 128



Instructor

Dr. Anette Freytag (anette.freytag@rutgers.edu)

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Office Hours: Mondays and Thursdays, 2:00pm–4:00pm

Mode of Instruction

Twice weekly in-person lecture, small field trips on campus during class time

One-day field trip to Central Park in NYC, November 12

Prerequisites

None

Catalog Course Description

Historical analysis of landscape design theory and practice; design as a physical expression of environmental and cultural determinants.

Course Website

Once registered for this course, you will have access to the course on Canvas

The Canvas Website has detailed weekly modules with the weekly learning objectives, learning materials (mainly readings and videos) as well as learning activities (essays, quizzes, drawings and other assessments)

Description

In this course you will learn about the history and theory of designed landscapes. You shall grasp the history of humans shaping their environment. The course 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, you will learn the historical periods of different types of designed landscapes and their general cultural and historical contexts.

The challenge of the course is to introduce you to the canon of forms of Western landscape architecture and at the same time to break the canon by inserting the "counter-histories" of oppression and exploitation that are also mirrored in Western landscape architecture history.

The principles of *topology* as a theoretical framework and method to recall the potentials of landscape architecture will guide us through the centuries. Topology aims to have an effect on how you perceive the current natural and built environment and provides you the opportunity to tie in with a continuity gained from centuries of learned skills and care with regard to the shaping of nature and landscapes.

Learning goals

Learning Goals in a Nutshell...

Below you find the extensive learning goals of the course that will be broken down into the modules of the different weeks.

In a nutshell, you shall take away the following from this course:

1. Our environment (landscapes, designed landscapes, built environment) has been shaped over time. Form, function (agricultural and other practices), and meaning (spiritual practices, traditions, cultural values) go together. They cannot be dissociated from each other.
2. By taking the framework of *topology*, we learn to critically analyze our environment. During the course we investigate which designed landscapes enhanced the well-being of people over the centuries: Why do some places work well for people? Why do others not?

Topology is about a return to the terrain, about understanding a designed landscape as a product of historical and cultural interaction, and about integrating meaning into design.

Learning Goals Core Curriculum for History

Learning Goal 1: Historical Analysis (HST1h.)

Understand the bases and development of human and societal endeavors across time and place.

Learning objectives associated with this learning goal:

- 1a. 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)
- 1b. 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)

Learning Goal 2: Historical Analysis (HST1k)

Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.

Learning objectives associated with this learning goal:

- 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)

Class Topics and Schedule

(copied from current Fall 2023 course on Canvas. Each week has a full module set up on Canvas)

FUNDAMENTALS IN HISTORY, THEORY AND DESIGN (Weeks 1-4)

Week 1 (September 7): Introductions by the instructor. Why history? Topology in Landscape Architecture.

Week 2 (September 11-14) Introductions students. Cook/Douglass campus: how is it designed?

Week 3 (September 18-21): Classes cancelled due to Covid-19 infection (one-day field trip and extra-credit assignments compensate the course-time)

Extra credit opportunities "counter-histories": Being Black in the Outdoors / Queer and Trans Justice from Urban Redevelopment to Climate Emergency

Week 4 (September 25-28): What is nature? What is a landscape?

The Land as Palimpsest & Archetypes in Landscape Architecture

Assessment Fundamentals

EARLY SETTLEMENTS AND IMPACT ON WESTERN CULTURE (Weeks 5-7)

Week 5 (October 2-5): Minoan, Mycenaean, and Classic Greek Settlements: Sacred Landscapes

Week 6 (October 9-12): Counter-histories: Indigenous Landscapes. Wisdom and Ecological Knowledge of First Nation Peoples (with extra credit opportunity). // Greek and Roman Garden Culture.

Week 7 (October 16-19): The Organization of the Roman Territory / The Sack of Rome and the Rise of Medieval Gardens: Orient and Occident

Assessment Early Settlements

RENAISSANCE TO LANDSCAPE GARDENS. FORM AND EXPLOITATION (Weeks 8-10)

Week 8 (October 23-26): Renaissance: New Territories and the Early Colonialism & Globalism of Mapping
The Garden Culture of the Renaissance Villa - Large and Small Gardens

Week 9 (October 30-November 2) Baroque Gardens. Geometry and Power

Week 10 (November 6 -9): English Landscape Gardens. Gravity and Picturesque

Counterhistories: The Landscapes of Slavery. Freedom and Resilience. Legacies (extra credit opportunity)

Assessment of Renaissance to Landscape Gardens

Week 10 or 11 November 12 (rain check NOV 19) ONE-DAY FIELD TRIP TO CENTRAL PARK IN NYC

Guided tour and individual study (assessed through an assignment)

MILESTONES OF THE NINETEENTH AND TWENTIETH CENTURIES (Weeks 11-15)

Week 11 (November 13-16): English Landscape Gardens of the 19th Century

Nineteenth Century Promenades in the New Metropolis (Overview)

Week 12 (November 20 and 21): F. L. Olmsted and the Grand Tour to Europe - Exchange Processes

F. L. Olmsted and Calvert Vaux - Their work and impact (Buffalo Park System, Central Park, etc.)

Assessment of Nineteenth Century Promenades

Week 13 November 27: NO CLASS (compensation of the field trip)

November 30: The Arts & Crafts Movement - Women Gardeners entering the profession: Gertrud Jekyll, Martha Brookes Hutcheson, Beatrix Farrand

Week 14 (December 4-7) Protagonists of 19th and 20th Century US Garden Architecture: Beatrix Farrand, Dan Kiley, Thomas Church, James Rose

Week 15 (December 11): Ecology & Design in 20th Century Landscape Architecture

Course materials

Textbooks for the course (recommended not mandatory)

- 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
ISBN: 978-0-500-34297-8
Reserved at Chang Library throughout the course.
- Rogers, Elizabeth Barlow. *Landscape Design: A Cultural and Architectural History*. New York: Harry N. Abrams, 2001.
Online available: React App (Isi-island-react.herokuapp.com)
- Penelope Hobhouse, *Gardening Through the Ages. An Illustrated History of Plants and Their Influence on Garden Styles - From Ancient Egypt to the Present Day*, New York: Simon & Schuster, 1992. ISBN: 0-671-72887-3
Reserved at Chang Library throughout the course.

Other:

- All course materials (lecture slides and presenter notes, supplemental readings, videos, audio are provided here, within the learning management system (Canvas) in the respective modules.

Policies for Exams, Assignments, Attendance, and Grading

Grade Components / Assessment

Individual student course grade possible	100 points / 100%
Core HIST 1:	30 points / 30%
Core HIST 2:	30 points / 30%
Presence (1 point per session, 2 intro)	30 points / 30%
Participation (min 5 positive interactions)	10 points / 10%
Extra credit opportunities:	30 points

Details of assessment

Historical Analysis (1)	Student is able to... explain the development of some aspect of a society or culture over time.	30 points
1a 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-1)	Assessment 1 - Reading Assignments and Homework on Topology, The Land as Palimpsest, Archetypes, around September 22	15 points
1b) 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-1)	Assessment 2 - Content Early Settlements Quizz and Homework, opens October 23	15 points

Historical Analysis (2)	Student is able to... Employ historical reasoning to study human endeavors, using appropriate assumptions, methods, evidence, and arguments	30 points
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 can read a historic plan, describe a designed landscape and roughly date it. (HST-2)	Assessment of Content Renaissance Mapping to Landscape Gardens, opens November 9	15 points
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-2)	Assessment Nineteenth Century Parks, Promenades and Gardens, field trip to Central Park with individual study as homework; Quizz on Nineteenth Century Parks and Early Twentieth Century Gardens, opens December 5	15 points

Student Responsibilities

You are kindly asked to:

- Show up for class in time.
- ***Have your reading assignments ready for class discussion.***
- Log in to Canvas for your course on a regular basis.
- Check for any announcements, update to the syllabus, assignments, and/or discussions and respond accordingly.
- Actively participate in the discussion forum.
- Complete the assigned readings and/or media.
- Complete the assigned exercises and projects.
- Adhere to all due dates.

Absence Policies / Covid-19 Protocol

Students are expected to attend all classes; if you expect to miss a class, you must 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. If not reported the absence is unexcused. More than two unexcused sessions will be reflected in down grading.

Under any circumstance: stay at home when you are sick.

For Rutgers' Covid-19 protocol see: <https://coronavirus.rutgers.edu/>

Academic Integrity Policy

Academic Integrity. You are responsible for understanding the [RU Academic Integrity Policy](#). I will strongly enforce this Policy and pursue all violations. For all examinations and assignments, you will be required to uphold the RU Honor Pledge, which states, "On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment." For all written assignments, we will screen your work through an automated plagiarism detection service that compares your work against a large database of past work.

Special Needs Accommodations

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 \(Links to an external site.https://ods.rutgers.edu/students/documentation-guidelines \(Links to an external site.\)\)](https://ods.rutgers.edu/students/documentation-guidelines)[Links to an external site. \(Links to an external site.\)](https://ods.rutgers.edu/students/documentation-guidelines)[Links to an external site.](https://ods.rutgers.edu/students/documentation-guidelines)

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 instructors 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 \(Links to an external site.\)](https://ods.rutgers.edu/students/registration-form)[Links to an external site.](https://ods.rutgers.edu/students/registration-form) website ([https://ods.rutgers.edu/students/registration-form \(Links to an external site.\)](https://ods.rutgers.edu/students/registration-form)[Links to an external site.](https://ods.rutgers.edu/students/registration-form)).

Office of Disability Services contact and address

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