

Syllabus: History of Landscape Architecture

Course number: 11:550:250

HST Historical Analysis Core Curriculum, 3 credits

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



Instructor

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Office Hours: Mondays, 2:00pm – 4:00pm by appointment

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 23 (rain check November 24).

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

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. 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.

Core Curriculum for History

Learning Goal 1: Historical Analysis (HST1h). Understand the basis 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 dependent on cultural imprints. (HST-k)

Class Topics and Schedule

Copied from the Fall 2024 Canvas Page. Each week has a full module set up on Canvas that you can access once you are enrolled in the course.

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

- Week 1 (Sept. 5): Why history? Topology in Landscape Architecture.
- Week 2 (Sept. 9-12) Student Introduction. Cook/Douglass campus: how is it designed?
- Week 3 (Sept. 16-19): What is nature? What is a landscape? The Land as Palimpsest
Guest lecture by Andrew Simmons: Early Settlements / Urban and Landscape Development
- Week 4 (Sept. 23): Archetypes in Landscape Architecture
Assessment: Fundamentals

2) EARLY SETTLEMENTS AND IMPACT ON WESTERN CULTURE (Weeks 4-7)

- Week 4 (Sept. 26): Minoan Settlements and Landscapes
- Week 5 (Sept. 30 – Oct. 3): Mycenaean and Classic Greek Settlements: Sacred Landscapes / Greek and Roman Gardens
- Week 6 (Oct. 7): **NO CLASS (ASLA Conference)**
- Week 6 (Oct. 10): The Organization of the Roman Territory
- Week 7 (Oct. 14): **Counter-histories: Indigenous Landscapes. Wisdom and Ecological Knowledge of First Nation Peoples (extra credit opportunity)**
- Week 7 (Oct. 17): Medieval Gardens: Orient and Occident
Assessment: Early Settlements
Warning Grade Period ends October 18th

3) RENAISSANCE TO LANDSCAPE GARDENS. FORM AND EXPLOITATION (Weeks 8-11)

- Week 8 (Oct. 21-24): Renaissance: New Territories and the Early Colonialism & Globalism of Mapping / The Garden Culture of the Renaissance Villa - large and small gardens
- Week 9 (Oct. 28-31): Baroque Gardens: Geometry and Power
- Weeks 10-11 (Nov. 4 -14): English Landscape Gardens: Gravity and Picturesque
Counter Histories: The Landscapes of Slavery. Freedom and Resilience. Legacies (extra credit opportunity)
Assessment: Renaissance to Landscape Gardens
November 5: Election Day

Continue to Weeks 12-15.

4) MILESTONES OF THE NINETEENTH AND TWENTIETH CENTURIES (Weeks 12-15)

- Week 12 (Nov. 18): Nineteenth Century Promenades in the New Metropolis
F. L. Olmsted, Calvert Vaux, and the Grand Tour to Europe - Exchange Processes
- Week 12 (Nov. 21): Guest lecture by Mark Mistretta (RULA Class of 1979): Could Olmsted Ever Have Imagined Hosting Millions of Visitors/Year at Niagara Falls?
- Week 12 (Nov. 23, rain check Nov. 24): One-day visit of Central park with group work
- Week 13 (Nov. 25): Groups report back from Central Park, wrap up Olmsted/Vaux
Counter Histories: The Arts & Crafts Movement - Women Gardeners entering the profession: Gertrud Jekyll, Martha Brookes Hutcheson, Beatrix Farrand (extra credit opportunity)

Assessment: Nineteenth Century Promenades

November 26 Thursday Classes become Tuesday Classes due to holiday break

- Week 14 (Dec. 2-5): Landscape Modernism in Europe and the US
- Week 15 (Dec. 9): The 1970s-1990s: Postmodernism and Ecology

Assessment: Twentieth Century

Course materials

Textbooks for the course (strongly recommended):

- 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 within the learning management system (Canvas) in the respective modules.

Policies for Exams, Assignments, Attendance, and Grading

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.

Grade Components / Assessment

<u>Individual student course grade possible:</u>	<u>100 points / 100%</u>
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:	c.a. 30 points

Details of Assessment

Presence: 1 point for each presence, (28 sessions) + 2 points for self-introduction 9/9
For excused absences: post reflection on the missed class (study lecture manuscript and readings) in the discussion forum.

Participation: 10 points. You should make a minimum of 5 enriching contributions to the course (2 points each), either in person or with a reflection posted in the discussion forum.

Extra credit opportunities: there will be questions to start all reflections / posted on discussion forum

Details of Assessment (cont.)

1) Historical Analysis: 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 23	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 Quiz and Homework, opens October 17	15 points

2) Historical Analysis: 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 14	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; Quiz on Nineteenth Century Parks and Early Twentieth Century Gardens, opens December 9	15 points

Additional opportunities to earn extra credit will be announced.

University Policies

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 downgrading.

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

Office of Disability Services contact and address

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

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