

COURSE SYLLABUS

LARC 1160
Clemson University
Department of Landscape Architecture
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History of Landscape Architecture
Spring Semester 2023
Instructor: Dr. T. Schurch, FASLA, RLA(CA)
Office Phone: 656-3926
Room/Time: Poole Ag Ctr. E145/2:30– 3:45 MW

COURSE TITLE: History (& Theory) of Landscape Architecture

INSTRUCTOR: Dr. Thomas Schurch, FASLA, RLA(CA),
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Office Hours: TBA

COURSE DESCRIPTION: History of design on the land from prehistory to the present. Overview of the interface of aesthetics, science, technology, and natural features that influence cultures in shaping places.

PREREQUISITES: Undergraduate standing in the Landscape Architecture Program

COVID Protocols

Clemson University is rigorous as to protocols concerning COVID to protect the health of students, faculty, and staff. The following websites are your “go to” sources in this regard and adhering what is contained therein as well as other requirements of the university are everyone’s responsibility.

- COVID Resources and Updates
<https://www.clemson.edu/covid-19/index.html>
- Return to Campus
<https://www.clemson.edu/covid-19/return-to-campus/index.html>

INTRODUCTION: In broad terms, history can be regarded as a continuum, in that careful consideration of historical development not only reveals “where ‘we’ were,” but also “why ‘we’ are ‘here’ now,” and “where ‘we’ might be in the future.” Landscape architecture fall with this domain. In this regard, the very important concept of having a sense of history is arguably significant to the human condition in general and landscape architecture in particular. With respect to one’s study of landscape architecture and ultimate practice of it, having a sense of history can be highly informative with respect to design intervention, understanding the built environment, and the precedents that shape the built environment

LARC 1160 addresses the history of landscape architecture broadly. The 20th century – and now the 21st century - are significant with respect to a period of global economy, universal civilization, and transnationalism coming to the fore more than any period in history. Given the global focus of the world today and the remarkable mix of cultures resulting from historical forces, this course considers the recent history of our current period beginning with a look back to so-called pre-recorded history and moving through time to the present day. This focus considers not only historical places important to landscape architecture, but the cultures significant to their realization.

In taking this approach to the history of landscape architecture, one should be achieving both a “sense of history” and learning of precedent in landscape architecture that can inform your work in studio and eventually in professional practice.

REQUIRED READING TO PURCHASE:

Jellicoe, Geoffrey and Susan. 1995 The Landscape of Man: Shaping the Environment From Prehistory to the Present Day. 3rd edition. New York: Thames and Hudson.

OTHER COURSE READING RESOURCES:

Rogers, Elizabeth Barlow. 2001. Landscape Design: A Cultural and Architectural History. New York: Harry N. Abrams.

LARC 1160 History of Landscape Architecture

COURSE GOAL: To achieve competence and knowledge through comprehension of historically significant precedents and their application to the profession of landscape architecture.

The course goal is to be attained through fulfillment of the following learning outcomes and requirements.

COURSE LEARNING OUTCOMES:

1. To read, study, discuss, and reflect comprehension of course readings and related input.
2. To work effectively relative to time management and meeting of deadlines.
3. To analyze and comprehend specific built works in landscape architecture.
4. To analyze and comprehend specific literature significant to history and theory of landscape architecture.
5. To effectively use and apply a web-based site that complement core course content
<https://www.tclf.org/>
6. To develop a sense of history as it relates to landscape architecture on an international scale.
- 7.

COURSE REQUIREMENTS:

1. Fulfilling of general requirements of regular class attendance, completion of course readings and related assignments, participating in presentation and discussions (as time allows), and realization of the course goal and objectives. **20 possible points**
2. Completion of weekly summaries that address precedents and historical periods. NOTE: as described in separate handout and statement. **35 possible points at midterm; 45 possible points at final point**
- 3.

RESOURCES: The University provides all students with assistance for written assignments. This assistance is available through the Writing Center at

http://www.clemson.edu/caah/english/about/resources/writing_center/ .

POLICY STATEMENT REGARDING FACULTY LATE ARRIVAL:

Students enrolled in the class are not expected to wait more than 20 minutes due to possible late arrival by the professor.

EVALUATION PROCEDURES AND CRITERIA:

Specific evaluation procedures and criteria will be presented in forthcoming project statements and course assignments. However, in general terms the nature of graduate level education in a professional degree program should be a basic guide for understanding what is important in conducting, completing, and presenting project and assignment results. Careful project management, reasonably comprehensive design development reflecting a well-rounded design process, and presentation of each phase of a project in a manner utilizing graphic and verbal communication typical of landscape architecture are minimal standards by which work will be evaluated.

Grading criteria are as follows:

The following standards allow the instructor to assess student performance. The performance-based standards complement the general assessment criteria (see above) and project rubrics (provided for each project) to help determine grades.

A = Excellent or Superior

"A" work must be of the highest quality. The work must be completed on time, accurately, and correctly. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication. The student's effort, improvement, and contributions are also outstanding. The student's performance and learning is also outstanding. "A" work demonstrates the highest level of competency and professional readiness. The work needs very little to no development and/or refinement.

B = Very Good or Above Average

"B" work is of above average quality. The work must be completed on time and is mostly accurate and correct. The work suggests good conceptual content, execution, and communication; however, it is not holistically and clearly excellent. The student's effort, improvement, and contributions are also above average.

The student's performance and learning is good. "B" work demonstrates a significant level of competency and substantial professional readiness. The work needs minor to moderate development and/or refinement.

C = Satisfactory/Fair or Average

"C" work is of average to fair quality. The work may be completed on time but may also have some incompleteness, inaccuracies, and incorrect responses. The work suggests minimal or satisfactory conceptual content, execution, and communication; however, it is not holistically and clearly above average. Typically, the student's effort, improvement, and contributions are also minimal. The student's performance and learning is satisfactory. "C" work demonstrates minimal competency and lacks professional readiness. The work needs moderate to major development and/or refinement.

F = 599 or less on a scale of 1000 – Failure

CLEMSON ACADEMIC INTEGRITY CODE:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately to charges of violations of academic integrity.

Students are herewith referred to the graduate academic integrity policy at <http://gradspace.clemson.edu/AcademicGrievancePolicyandProcedures#integritypolicy>. Each graduate student should read this policy annually to be apprised of this critical information.

CLEMSON DISABILITY ACCESS STATEMENT:

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the instructor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling (864) 656-6848 or by emailing studentaccess@lists.clemson.edu. Students who receive Academic Access Letters are strongly encouraged to request, obtain, and present these to their instructors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

CLEMSON TITLE SEXUAL HARASSMENT STATEMENT:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, (864) 656.3181 (voice) or (864) 656.0899 (TDD).

ATTENDANCE POLICY:

Students are expected to attend all sessions of the class, including work days. A pattern of unexcused absences will be reflected in a lower grade. MyCLE (<http://mycle.clemson.edu>) allows students to quickly notify instructors of an absence from class, whether anticipated or unanticipated. In the event of inclement weather or disturbances due to internet interruptions, due dates for work will be postponed to the following day regardless of class meeting being scheduled or not.

NOTIFICATION OF ABSENCES:

1. The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of family member, illness (or COVID-19 related isolation), illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an "excuse" from class, and students are encouraged to discuss the absence with their instructors. If a student is unable to report the absence electronically, s/he may call the Office of Advocacy and Success at (864) 656-0935 for assistance and guidance.
2. The Office of Advocacy and Success also assists students in identifying various appropriate methods of documenting absences and assists families in using the electronic Notification of Absence system when students are unable to do so themselves.

COURSE OUTLINE: - subject to revision and expansion

	Topic	Assigned Reading In Jellicoe
Week 1 1/11	Course introduction and orientation Ancient Civilizations Pt I	pp 7-19
Week 2 1/16	NO CLASS Monday – MLK, JR. HOLIDAY Ancient Civilizations Pt II	pp 22-31, 108-115
Week 3 1/23	Classical World – Greece and Roman Empire	pp 116-127, 128-137
Week 4 1/30	China and Japan	pp 68-83, 84-97
Week 5 2/6	Islamic Influences	pp97-108, 115 (Isfahan)-118 (to Paradise Contained)
Week 6 2/13	Pre-Columbian America	pp 98-105,
Week 7 2/20	Middle Ages Career Fair – Feb. 22-24	pp 138-153
Week 8 2/27	Italian Renaissance and Baroque ***Midterm Reports due March 1***	pp 154-191
Week 9 3/6	English Landscape School	pp 232-246, 270
Week 10 3/13	Colonial America	Rogers in Canvas
Week 11 3/20	NO CLASS _ SPRING BREAK	
Week 12 3/27	Frederick Law Olmstead	pp 278-283
Week 13 4/3	Rise of American Landscape Architecture	Rogers in Canvas
Week 14 4/10	New Towns	pp 306-311, 320-325
Week 15 4/17	National Park Service	Inclusive of "New Towns" -
Week 16 4/24	20th Century & Future Trends in Landscape Architecture ***Final Reports Due Finals Week - TBD***	pp 332-333, 336-337, 340-341