

COURSE SYLLABUS

LARC 8300
Clemson University
Department of Landscape Architecture
Office: Lee 3-125
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Graduate Seminar: Landscape Architecture History & Theory
Fall Semester 2021
Instructor: Dr. T. Schurch, FASLA, RLA(CA)
Office Phone: 656-3926
Room/Time: Lee 3-G05/1:30 – 4:00 Tr

COURSE TITLE: Graduate Seminar: Landscape Architecture History & Theory

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

COURSE DESCRIPTION: Seminar including reading, writing and discussion on environmental and social/cultural issues in landscape architecture. Course is grounded in an exploration of the history of landscape architectural theory.

PREREQUISITES: LARC 8020 or consent of instructor.

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>
- Classroom Guidelines
<https://news.clemson.edu/guidelines-for-the-classroom-experience-student-interactions-and-faculty-staff-meetings-for-fall-2021/>

INTRODUCTION: An understanding of theoretical precepts underpinning most fields of endeavor – including landscape architecture – reveals that there is a direct relationship between theory and historical developments of a given time, place, and people. To a great extent 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." In this regard, the very important concept of having a sense of history is arguably significant to the human condition. 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 - in broader conceptual terms - cultural evolution.

LARC 8300 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 with a look back to so-called pre-recorded history. Such consideration takes into account not only historical places important to landscape architecture, but the cultures significant to their realization.

Because of the subject matter of this course and its structure that applies a significant digital component, LARC 8300 will be a partially self-guided experience within a seminar format. The class will meet once weekly for two and one half hours with a 15 minute break during which time a presentation of one or more of the course topics will be conducted by the instructor or one of the graduate students enrolled in the course, and a "round table" discussion will ensue with respect to the particular subject matter for the week.

REQUIRED READING TO PURCHASE:

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

OTHER COURSE READING RESOURCES:

Beardsley, J. 1998. Earthworks and Beyond. New York: Abbeville Press.

Downing, A. J. 1991. Landscape Gardening and Rural Architecture. New York: Dover Publications.

Eckbo, Garrett. 1950. Landscape for Living. New York: Architectural Record with Duell, Sloan, & Pearce.

Goode, Patrick et al. 1986. Oxford Companion to Gardens. Oxford: Oxford University Press.

Jellicoe, Geoffrey and Susan. 1995. The Landscape of Man: Shaping the Environment from Prehistory to the Present Day. 3rd Edition. Thames and Hudson.

*Leopold, Aldo. 1966. A Sand County Almanac. New York: Oxford University Press.

*Lyle, John Tillman. 1994. Regenerative Design for Sustainable Development. New York: John Wiley & Sons.

Mann, William A. 1993. Landscape Architecture: An Illustrated History in Timelines, Site Plans, and Biography. New York: John Wiley and sons.

*McHarg, Ian. 1969. Design With Nature. Garden City, NY: Natural History Press.

Moore, C. 1988. The Poetics of Gardens. Cambridge: MIT Press.

*Mumford, Lewis. 1961. The City in History. New York: Harcourt, Brace & World.

*Newton, Norman T. 1971. Design on the Land: The Development of Landscape Architecture. Cambridge: Belknap Press of Harvard University Press.

*Rybczynski, Witold. 1999. A Clearing In the Distance: Frederick Law Olmsted. New York: Scribner.

Siciliano, Paul C. 2005. Landscape Interpretations. Florence, KY: Thompson Delmar Learning.

Spirn, Anne Whiston. 1984. The Granite Garden. New York: Basic Books.

Tishler, William H. 2000. Midwestern Landscape Architecture. Urbana: University of Illinois, Urbana Press.

*Tishler, William H. 1989. American Landscape Architecture: Designers and Places. Washington, D.C.: Preservation Press.

Walker, Peter, and Simo, Melanie. 1994. Invisible Gardens: The Search for Modernism in the American Garden. Cambridge: MIT Press.

*On reserve in the architecture library

COURSE GOAL: To achieve competence and knowledge through comprehension of historically significant theoretical precepts and their application through built works pertinent to landscape architecture.

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

COURSE LEARNING OUTCOMES: Upon completion of this course, students will be able:

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.

COURSE REQUIREMENTS:

1. Fulfilling of general requirements of regular class attendance, completion of course readings and related assignments, participating in presentation and discussions, and realization of the course goal and objectives. **10 possible points**
2. Completion of weekly reports that address the key work and historical period completed in the course. **130 possible points**
3. Presentation of one unit of those listed in the course schedule. **50 possible points**
4. Reviewing and reporting on the video "Ten Parks that Changed America" **20 possible points**
5. Compilation and submission of the weekly reports into an illustrated and bound document. **40 possible points**

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

Note I: Clemson permits the granting of pluses and minuses in grading of graduate students. Quality points will be assigned as follows: A: 4.00, A-: 3.66, B+: 3.34, B: 3.00, B-: 2.66, C+: 2.34, C: 2.00, C-: 1.66, F: 0.00

Note II: Due to pandemic circumstances which may impact student attendance (such as quarantine), grade penalties will not be exercised for absences arising from that condition.

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.editme.com/Academic GrievancePolicyandProcedures#integritypolicy](http://gradspace.editme.com/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 Rogers
Week 1 8/19	Course introduction and orientation Current and Future Trends in Landscape Architecture	
Week 2 8/26	Ancient Civilizations and Egypt	pp26-46
Week 3 9/2	The Classical World	Chapter 2
Week 4 9/9	*China and *Japan	pp 281-309
Week 5 9/16 Contained)	Islamic Influences	pp97-108, 115 (Isfahan)-118 (to Paradise
Week 6 9/23	Pre-Columbian America	pp 47-56
Week 7 9/30	Middle Ages	pp118-123
Week 8 10/7	*Italian Renaissance and Baroque	pp125-153
Week 9 10/14	*English Landscape School	pp232-258
Week 10 10/21	Colonial America	pp221-230
Week 11 10/28	Frederick Law Olmstead	pp337-355
Week 12 11/4	*Rise of American Landscape Architecture	Charles Elliot, pp 351, 482 Beatrix Jones Farrand pp393-396 Ellen Bidman Shipman pp396-397 FLO, Jr. pp417, 423, 426 Henry Wright pp420-421 Jens Jensen pp427-430
Week 13 11/11	New Towns	pp404-422
Week 13 11/18	NO CLASS – ASLA Conference; National Park Service	pp371-373, 426-427
Week 14 11/25	NO CLASS - Thanksgiving Vacation	-
Week 15 12/1	20th Century and Future Trends in Landscape Architecture	pp43-6-455, 481-486

***Topics that are not the subject of student presentations.**