

LAR 150B (INDV 102) AMERICAN DESIGN ON THE LAND

College of Architecture and Landscape Architecture, CALA The University of Arizona

Spring 2013

The Course will utilize its D2L site for all communications.

INSTRUCTORS:

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COURSE OBJECTIVES AND EXPECTED LEARNING OUTCOMES:

This course is a broad exploration of the natural and built American Landscape, and how the unique character of American culture continues to shape this place. With readings, discussions, and projects, we will examine dynamic dialog between man and nature, and how this dialog was and is fundamental in the creation of the American Landscape.

Students will learn about the lives of everyday Americans as well as the contributions of great individuals from various cultural backgrounds and periods in time. These will include American Indians, artists, architects, landscape architects, planners, natural and social scientists, political figures, businessmen and women, and writers.

Built environments such as cities, parks, gardens, vernacular expressions, and preserves of wild, scenic, and cultural landscapes will provide the framework for discussion about landscape design as a comprehensive art form, expression of culture, and contact point between man and nature.

The purpose of this study is threefold:

- **To introduce Landscape Architecture** as more than garden design, but a wide-ranging discipline whose greater impact includes civil engineering, urban planning, environmental planning, cultural geography and more.
- **To raise awareness** of the role of conscious design in a variety of conditions found in the world around us including the structure of our cities and rural areas, recreation, societal divisions and infrastructure.
- **To hone the lens** through which we examine the world around us.

REQUIRED TEXTS

Pregill, Phillip 1999. *Landscapes in History*

McPhee, John 1989. *Control of Nature*. New York: Farrar, Strauss and Giroux.

Diamond, Jared 2005. *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin Books.

Class notes (TBA)

RECOMMENDED REFERENCES

Birnbaum, Charles A and Foell, Stephanie 2009. *Shaping the American Landscape; New Profiles from the Pioneers of American Landscape Design Project*.

Whyte, William H. *The Social Life of Small Urban Spaces*

Lynch, Kevin 1960. *Image of the City*. MIT Press.

ASSIGNMENTS:

Readings and Tests

The schedule for readings is as posted in the course schedule (below). Students are free to complete these readings according to their own schedule, however participation in discussion and exams are dependent upon keeping current with the reading schedule.

Discussions

*Weekly participation in Online Discussions is a **required** part of the class.*

Discussion Purpose and Goals

The goal of the online discussions is to expand your understanding of the course readings and to discuss the results of your self-guided field trips. In a regular classroom environment, we might have group discussions about the readings that would include questions, opinions and personal connections. Online discussions are meant to do the same thing, but rather than taking place in the classroom, you are posting written messages to an online bulletin board of sorts – posting your own thoughts and responding to the thoughts of others. Please remember that these discussions are meant to **make you think**, and take the time to participate in the discussions completely. The minimum requirements given below are a starting point, it is recommended that you take real advantage of this opportunity to learn more about the way that human design has changed the American landscape and the places you inhabit every day.

Discussion Requirements

Online discussions will take place on the course D2L site, under the tab labeled “Discussions”. The contents under this tab are divided into “Forums” and “Topics”. Forums will be dictated weekly by the instructor and are in response to course readings or activities. The instructor will also post three Topics each week – consider these to be “conversation starters”. Off-topic conversations will be removed by the instructor.

The class is divided into groups of approx. 10 students for both discussions and for project reviews (see below). You will only be able to participate in the discussion for your ‘Group’, which are assigned randomly. You may be re-assigned at some point in the semester based upon enrollment changes.

For details on how to use the D2L Discussions feature, please review the online training video at <http://help.d2l.arizona.edu/students/discussions>. Even if you feel you already know how to use the Discussions feature, students are urged to review the video in its entirety.

Each week students are required to do each of the following to show “participation”:

- **Read** each of the three topics posted by the instructor.
- Post at least one **personal response** to a posted **topic**. This response should be about a paragraph (5-6 sentences) long and contain your own thoughts about the readings or the subject of the topic. This does not mean that you should not give your thoughts if someone else has already said something similar. Think about how the topic relates to your own personal experience.
- Post at least one **reply** to another student’s personal response. This is done using the “reply” button while reading the other student’s post. Please try to keep replies connected to the post to which you are responding. Replies must consist of more than two sentences.
- This is a minimum of **two posts per week**.
- Additional participation on the discussion board is encouraged!

Discussion Grading

Each week of participation is worth one point toward your final grade. However, failure to participate in discussions will result in more than a loss of points – it could result in your removal from or failure of the course.

In general, topics will be posted at 8am Monday, and the deadline for completing online discussions is 8pm the following Friday. Thus, if a topic is posted at 8am Monday, August 22nd participation will be collected on Friday August 26th at 8pm. Late discussion participation will not be counted for a grade. Please consult the course schedule.

Common-Sense Rules and Guidelines for Online Discussions

Remember:

- Very long posts (more than a single screen long) can be difficult to follow and read – you will have a better response to concise, to the point comments.
- You will probably want to log in to the discussion board more than once per week (goal of 2-3 times) in order to have ample opportunities to respond to topics and to reply to your fellow students. Logging in once the first day the discussion questions are posted is not in the spirit of full participation.
- Manage your time online wisely.

An action being “not permitted” means that violation will result in the removal of the post, loss of credit for that post and possible removal from the course.

- **Profanity:** Profanity is not permitted.
- **Derogatory Comments:** Derogatory comments of any kind toward individual students or groups are not permitted.
- **Sexually Explicit Material:** Posts or forum topics containing sexually explicit language, material, or links to sexually explicit material are not permitted.
- **Copyrighted Material:** Posts containing other’s copyrighted material are not permitted.
- **Academic Dishonesty:** Comments or forum topics referring to actions that are academically dishonest or unethical are not permitted.
- **Commercial Posts and Solicitations:** Posts containing commercial content or solicitations are not permitted.
- **Personal Information:** Posting phone numbers, email addresses, home or work addresses, last names, grades, or similar personal information of yourself or others is not permitted.
- **Be Polite:** Remember that online conversations do not have the benefit of vocal tone or physical cues that may say that you’re joking or that you mean well. Always craft your responses carefully, being mindful of the rights of others to have different opinions and different points of view.

Projects

The course will include projects, which will be a combination of research, writing and analysis of built environments. Details of each assignment will be given in an assignment paper distributed through D2L.

POLICIES:

Expectations:

- All work is to be **submitted on time**. Exceptions will **only** be offered to those who make arrangements in advance and provide sufficient reason for an extension of the deadline.
- Students are entirely responsible for being familiar with the workings of the D2L site. We highly recommend the online tutorials available here: <http://help.d2l.arizona.edu/students/home>
- All submissions from students will be in Microsoft Word or Adobe PDF format unless otherwise noted in the assignment. **Mac and other non-Windows system users will need to double check that their file formats are readable for the instructors prior to the due date.**
- **Before** emailing the instructors, check the FAQ and the “Questions for the Instructor” discussion on D2L. If the answer to your question appears in either of these places, it will delay the response and will likely get only a link to the appropriate response. When you do email the instructors directly, be sure to be **thorough** in your question and include your full name. Keep in mind that the instructors are not able to respond immediately to every email; we will respond as quickly as possible, but do not expect an instantaneous response.

Grading:

All work will be graded on a point system, as described below:

Activity	Total Points	Final grades will be based on the following:	
		Grade	points
3 Projects @ 15 points each	45	A	90-100
4 Exams @ 10 points each	40	B	80-89
Discussion Participation	15	C	70-79
		D	60-69
		E	60 or below
Total	100%		

Extra Credit may be assigned at the discretion of the instructors.

Grades will be posted to the “Grades” tab on D2L. Students are responsible for tracking their own grades through the semester, as well as keeping track of applicable drop dates, etc.

STATEMENTS:

Subject to Change

With the exception of the grade policies, parts of this syllabus are subject to change with advance notice, as deemed appropriate by the instructor.

Retention of Work:

The University has the right to retain any student work whether it is for display, accreditation, documentation or any other educational or legal purpose.

Academic Policies:

Academic policies for this course can be found in *The University of Arizona 2010-2011 General Academic Catalog*. Refer specifically to the section titled “Code of Academic Integrity” for the principles, policies and procedures governing issues of academic integrity. More detailed information can be found at <http://deanofstudents.arizona.edu/codeofacademicintegrity> or in the Dean of Students office, Rm. 203 Old Main. Policies against plagiarism, etc., also can be found within Student Code of Academic Integrity.

COURSE SCHEDULE

Introduction

- 1/14 – 1/18 Introduction to course, D2L format, Discussions and Class
Read: [On D2L](#)
Jackson, “The Word Itself”
Lewis, “Axioms for Reading the Landscape” (excerpt)
- 1/18 Introduction Post Due (See assignment on D2L) – Week 1 Discussions

Unit 1

Early Development of the American Landscape

- 1/21 – 2/8 **Read:** Pregill, [Landscapes in History](#),
Pre-Columbian and European Colonial Landscapes (p 385-412)
Diamond, [Collapse](#): How Societies Choose to Fail or Succeed
Prologue (pg 1-25)
Chapter 4: The Anasazi and their Neighbors (pg 136-156)
- From D2L (under ‘Content’)**
Bergstrom, “Questioning Collapse: Human Resilience, Ecological Vulnerability and the Aftermath of Empire”
Conzen, et al., [The Making of the American Landscape](#)
Chapter 1: Recognizing Nature’s Bequest (pg 11-31)
Chapter 2: Retrieving American Indian Landscapes (pg 32-57)
- 1/21 – 1/25 Week 2 Discussions
- 1/28 – 2/1 Week 3 Discussions
- 2/4 **Quiz for Unit 1 (available on D2L from 8am to 8pm)**
- 2/4 *Last day to drop without a W or E (Catalog)*
- 2/5 – 2/8 Week 4 Discussions (Quiz Review)
- 2/6 **Project 1 Draft due in Reading Group locker by 8pm**
- 2/11 **Project 1 Feedback due in Reading Group locker by 8pm**

Unit 2

America in the 18th and 19th Centuries

- 2/11 – 3/8 **Read:** Pregill, [Landscapes in History](#)
The Early National Period (p415-433)
A New Land To Possess: Development of... (p435-451)
The Romantic Period (p454-476)
Parks Produce a New Profession (p479-519)
Impact of Railroads on the American Landscape (p543-553)
- From D2L (under ‘Content’)** McClelland, [Building the National Parks: Historic Landscape Design and Construction](#)
Part I: Origins of a Design Ethic for Natural Parks (p17-59)
- 2/11 – 2/15 Week 5 Discussions
- 2/15 **Project 1 Final due in Class drop box by 8pm**
- 2/18 – 2/22 Week 6 Discussions
- 2/25 – 3/1 Week 7 Discussions

3/4	Quiz for Unit 2 (available on D2L from 8am to 8pm)
3/5 – 3/8	Week 8 Discussions (Quiz Review)
3/5	<i>Last day to drop without Dean's signature</i>
3/8	Project 2 Draft due in Reading Group locker by 8pm
Unit 3	<u>20th Century Planning and Engineering</u>
Read:	Pregill, <u>Landscapes in History</u> Noble Realities ... The City Beautiful (p576-594) The City Scientific (p597-617) The Automobile Age (p687-701) The Modern City (p702 – 735) McPhee, <u>Control of Nature</u> Chapter 3: Los Angeles Against the Mountains (p183-272) From Packet Available at Bookstore Kostof, <u>America by Design</u> Chapter 5 The Shape of the Land – only (p277-284 & 304-352)
3/9 – 3/17	<i>Spring Recess</i>
3/18 – 3/22	Week 9 Discussions
3/18	Project 2 Feedback due in Reading Group locker by 8pm
3/22	Project 2 Final due in Class drop box by 8pm
3/25 – 3/29	Week 10 Discussions
4/1	Quiz for Unit 3 (available on D2L from 8am to 8pm) no foolin'
4/2 – 4/5	Week 11 Discussions (Quiz Review)
Unit 4	<u>20th Century Design and Conservation</u>
Read:	Pregill, <u>Landscapes in History</u> Revival of Classicism... (p619-670) The 1930's: Era of Public Works (p672 – 686) Modern Garden Design and Site Planning (p737-770) From Packet Available at Bookstore Whyte, <u>The Last Landscape</u> Introduction & The Politics of Open Space (p1-32) Louv, 'The Powerful Link Between Conserving Land and Preserving Health' Nassauer, 'Messy Ecosystems, Orderly Frames' Herewagen, <u>Bio-Inspired Design</u> The Sonoran Desert Conservation Plan & Article by Chuck Huckelberry
4/8 – 4/12	Week 12 Discussions
4/15 – 4/19	Week 13 Discussions
4/19	Project 3 Draft due in Reading Group locker by 8pm
4/22 – 4/26	Week 14 Discussions (final discussion)
4/24	Project 3 Feedback due in Reading Group locker by 8pm
4/29	Project 3 Final due in Class drop box by 8pm
5/7	Final and Unit 4 Quiz (available on D2L from 8am to 8pm)