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

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

Fall, 2011

The Course will utilize its D2L site for all communications.
The first step you should take as a student in this class is to forward your D2L email to your most-used email account. See instructions at the end of the syllabus.

FORMAT:

Hybrid – In person & Online

Optional Class Session: Wed. 1pm – 2:15pm – Bio East Rm. 100

INSTRUCTORS:

Wendy Lotze, MLA
Office Hours by Appointment
520.621-1004
wlotze@email.arizona.edu

TA:
Ililana Torres, MLA Candidate
ililantorres@email.arizona.edu

SYLLABUS SHORTCUTS

REQUIRED TEXTS
RECOMMENDED REFERENCES
ASSIGNMENTS
  Readings and Tests
  Discussions
  Projects
POLICIES
  Expectations
  Grading:
Course Schedule
STATEMENTS
  Subject to Change
  Retention of Work
  Academic Policies

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, projects and lectures, 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 increase the vocabulary** available to students in describing, discussing and comparing built and natural places, to critique physical design and to participate in public forums on upcoming community development.
- **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**


**RECOMMENDED REFERENCES**


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

Pregill, Philip, and Volkman, Nancy. Landscapes in History, Design and Planning in the Western Tradition.


**ASSIGNMENTS:**

**Readings and Tests**

The schedule for readings is as posted in the course calendar. 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 everyday.
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”. Students are welcome to add their own topics to the message board so long as it pertains to the Forum topic and the course. Off-topic conversations will be removed by the instructor.

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.
- 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.

All 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. There is one exception at the end of the year due to the Thanksgiving holiday. 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.
- You are not required to read every response (only every Topic). Please try, however, to read enough responses to the topics to get a good idea of what your fellow students think of the readings.
• 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](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.

• The instructors will use D2L email to communicate with the class. We **highly** encourage all participants to forward their D2L email accounts to their general university email account or outside personal account. Instructions for this process can be found here: [http://help.d2l.arizona.edu/students/email](http://help.d2l.arizona.edu/students/email).

• **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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Projects</td>
<td>45</td>
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<tr>
<td>4 Exams @ 10 points each</td>
<td>40</td>
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<tr>
<td>Discussion Participation</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Final grades will be based on the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<td>E</td>
<td>60 or below</td>
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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.

COURSE SCHEDULE

THE COURSE SCHEDULE CAN ALSO BE FOUND IN CALENDAR FORM ON THE D2L SITE UNDER THE “CALENDAR” TAB.

**Introduction**

8/22 – 8/26  Introduction to course, D2L format, Discussions and Class

8/26  Introduction Post Due (See assignment on D2L)

**Unit 1**  
8/23 – 9/16  Early Development of the American Landscape

Read: The Making of the American Landscape – Chapter 1: Recognizing Nature’s Bequest (pg 11-31), Chapter 2: Retrieving American Landscapes (pg32-57), Chapter 3: Refashioning Hispanic Landscapes (pg58-72), Chapter 5: Americanizing English Landscape Habits (pg91-114)

8/29 – 9/2  Week 2 Discussions

9/5 – 9/9  Week 3 Discussions

9/8  **Project 1 Draft** due in Reading Group drop box by 8pm

9/12  **Project 1 Feedback** due in Reading Group drop box by 8pm

9/12 – 9/16  Week 4 Discussions

9/16  **Project 1 Final** due in Class drop box by 8pm

9/19  **Quiz for Unit 1** (available on D2L from 8am to 8pm)

9/20 – 9/23  Week 5 Discussions

**Unit 2**  
9/20 – 10/7  Attempting to Control the Natural Environment

Read: The Making of the American Landscape – Chapter 7: Gridding a National Landscape (pg142-161), Chapter 8: Clearing the Forests (pg162-187), Chapter 10: Watering the Desert (pg207-228), Chapter 13: Mechanizing the American Earth (pg279-302).

Read: The Control of Nature – Chapter 3: Los Angeles Against the Mountains (pg183-272).
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>9/26 – 9/30</td>
<td>Week 6 Discussions</td>
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<tr>
<td>10/3 – 10/7</td>
<td>Week 7 Discussions</td>
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<tr>
<td>10/10</td>
<td>Quiz for Unit 2 (available on D2L from 8am to 8pm)</td>
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<tr>
<td>10/11 – 10/14</td>
<td>Week 8 Discussions (Quiz Review)</td>
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<tr>
<td><strong>Unit 3</strong></td>
<td>Where Americans Live</td>
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<tr>
<td>10/11 – 10/31</td>
<td>Read: The Making of the American Landscape – Chapter 14: Building American Cityscapes (pg303-328), Chapter 18: Paving America for the Automobile (pg403-422), Chapter 19: Developing Large-Scale Consumer Landscapes</td>
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<td></td>
<td>Read: Kevin Lynch (D2L)</td>
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<td>Watch: The Secret Life of Urban Spaces – William Whyte (D2L)</td>
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<td>10/13</td>
<td>Project 2 Draft due in Reading Group drop box by 8pm</td>
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<td>10/17</td>
<td>Project 2 Feedback due in Reading Group drop box by 8pm</td>
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<td>10/17 – 10/21</td>
<td>Week 9 Discussions</td>
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<tr>
<td>10/24</td>
<td>Project 2 Final due in Class drop box by 8pm</td>
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<td>10/24 – 10/28</td>
<td>Week 10 Discussions</td>
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<td>11/1 – 11/4</td>
<td>Week 11 Discussions</td>
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<td>11/7</td>
<td>Quiz for Unit 3 (available on D2L from 8am to 8pm)</td>
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<td>11/8 – 11/12</td>
<td>Week 12 Discussions (Quiz Review)</td>
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<td><strong>Unit 4</strong></td>
<td>Designing Solutions</td>
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<tr>
<td>11/8 – 12/5</td>
<td>Read: ‘Messy Ecosystems, Orderly Frames’ Joan Iverson Nassauer (D2L)</td>
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<tr>
<td></td>
<td>Additional readings to be assigned</td>
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<tr>
<td>11/14 – 11/18</td>
<td>Week 13 Discussions</td>
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<tr>
<td>11/17</td>
<td>Project 3 Draft due in Reading Group drop box by 8pm</td>
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<tr>
<td>11/21</td>
<td>Project 3 Feedback due in Reading Group drop box by 8pm</td>
</tr>
<tr>
<td>11/21 – 12/2</td>
<td>Week 14 Discussions</td>
</tr>
<tr>
<td>12/5</td>
<td>Project 3 Final due in Class drop box by 8pm</td>
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<td>12/7</td>
<td>Last Day of Classes</td>
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<tr>
<td>12/9</td>
<td>Final Quiz – Cumulative (available on D2L from 8am to 8pm)</td>
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<tr>
<td>12/9</td>
<td>Last Day of Classes</td>
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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.