“Landscape design is fundamentally a relationship between people and place, a partnership between art and nature, and, increasingly, between art, nature, and technology. Art and technology have the power to modify nature, but landscape design operates within the laws of growth and decay that govern all animate life.” – Elizabeth Barlow Rogers

Course Aims and Objectives:

This course is an introduction to the history of the discipline of landscape architecture around the world, from pre-history through modern times. We will not only be reviewing specific gardens, landscapes, and designed spaces, but will be thinking about the philosophical, social, and cultural reasons these came to be. In this course we will be asking the questions: What is nature? What is landscape? How does landscape impact human experience and vice versa? What are the links between different historical eras of landscape? We will explore how the designed landscape shapes and is shaped by the culture out of which it springs.

Upon completion of this class, students will be able to:

- Identify major gardens, designers, and stylistic movements that contributed to the history of landscape architecture.
- Compare and contrast the way that various cultures in a range of historical eras viewed, created and related to nature and designed landscapes.
- Identify themes, commonalities, and differences in landscape design styles and eras, and determine how they influenced one another.
- Articulate how their own position shapes their identity and worldview, as well as how that identity and/or worldview may differ from others.
- Think systematically about how institutions, ideologies, and cultural representations shape a people’s culture and identity.
- Have in-depth knowledge of the history, artistic production, identity and worldview of a non-Western culture.
- Develop a critical eye towards landscape architecture.

Required Texts:


ISBN Number: 978-0-470-28933-4

Course Reader (Available at UD Barnes and Noble)

Course Policies:

This class meets twice a week for lecture and discussion. There is one required Saturday field trip, on October 27, 2018. Two other off campus field trips will occur on Wednesday October 3 (9-1:30) and Wednesday November 28 (9:30-12:30). I am happy to write a note to other professors/employers to get an excused absence. Students can expect 4 to 6 hours of preparation (reading, preparing written assignments, preparing presentations, reviewing notes, preparing for quizzes, etc.) per week.

Classroom Environment and Class Participation: This semester, we will be covering a lot of ground in a really short time and we certainly will not be able to address everything! I have designed this course to maximize discussion and interaction, to get you to think critically about the readings and material. We will then be able to identify what gets the class most interested in the subject and sometimes tailor our inquiries to this subject matter. In-class assignments, small group and whole class discussion, and active learning exercises will help us understand individual garden styles, analyze differences and identify common themes across cultures/time periods, and evaluate our own response to the designed landscape. **It is my goal to create a mutually respectful and safe learning environment where everyone feels free to explore the material, ask questions, and contribute.**
Attendance Policy: Because this course emphasizes in-class discussion of ideas and interaction, it is very important that you come to class and share your thoughts and reflections. Therefore, attendance does count toward your final grade. One unexcused absence is allowed per semester. Any unexcused absences after the first one will reduce your attendance grade by 1 point. Excused absences are permitted. Acceptable excused absences are: religious holidays; true emergencies (e.g., death in the family, illness, automobile accident); athletic, academic (exam/fieldtrip), or other extracurricular engagement (with advance written excuse from coach/professor, etc.) Please email me in advance or as soon as possible after class is missed if you wish an absence to be excused. I will handle these requests on a case by case basis. Repeated late entrances to class will deduct points from overall participation grade. It is your responsibility to keep up with course readings and follow up with your classmates about what was covered in class on a day you missed, whether the absence was excused or unexcused.

Field Trips: There is one required Saturday field trip, on October 27, 2018. Two other off campus field trips will occur on Wednesday October 3 (9-1:30) and Wednesday November 28 (9:30-12:30). I am happy to write a note to other professors/employers to get an excused absence. If you are unable to attend field trips, you will be required to attend the site on your own and write a reflection at another time. Please bring your notebook/sketchbook, camera, and anything else that will help you capture the experience. You will be required to provide reflections on each trip. Transportation to field trips: I will rent two 10 person vans.

Cell Phones, Laptops, and Personal Handheld Devices: Cell phones must be silenced or turned off during class except with special permission. Texting, shopping, and use of social networking sites are not permitted during class time. Use of laptops for reasons other than note taking and course related in-class work detracts from your ability to be an engaged member of the classroom, and will cause points to be deducted from your participation grade. Repeated violations may lead you to be asked to leave class, resulting in an unexcused absence.

Course grading: The course grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10 pts</td>
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<tr>
<td>Class participation</td>
<td>15 pts</td>
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<tr>
<td>Contribution to discussion/ Group activities/ In-class assignments</td>
<td>20 pts</td>
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<tr>
<td>(5) Reading/ Discussion Reflections</td>
<td>20 pts</td>
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<tr>
<td>(5) Field Trip Reflections</td>
<td>20 pts</td>
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<tr>
<td>Deeper Dive Presentation</td>
<td>5 pts</td>
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<tr>
<td>Final Project/ Presentation</td>
<td>10 pts</td>
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<tr>
<td>(5) Quizzes</td>
<td>20 pts</td>
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<tr>
<td>Total</td>
<td>100 pts</td>
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</tbody>
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A: 94-100  
A-: 90-93  
B+: 87-89  
B: 83-86  
B-: 80-82  
C+: 77-79  
C: 73-76  
C-: 70-72  
D+: 67-69  
D: 63-66  
D-: 60-62  
F: <60

COURSE REQUIREMENTS:

Lateness Penalties for Assignments: Assignments are due at the beginning of the specified class or when indicated upon being assigned. Unless otherwise indicated, assignments shall be posted to Canvas and handed in via hard copy. No late assignments will be accepted for full credit without a legitimate excuse (illness or emergency). If you know that you will have to miss class on a particular date, submit your assignment in advance and you will not be penalized. Late assignments without a legitimate excuse will have .5 points deducted for each day late. Assignments without legitimate excuse will not be accepted more than one week after the due date. Reading reflections will not be accepted more than one day late.

Participation: There will be multiple opportunities to participate in various ways in this course.

Readings: This course includes reading assignments from the assigned textbook and reader. If additional readings are assigned, they will be posted to Canvas/handed out in class. It is the students’ responsibility to make sure they are keeping up with the readings and prepared to discuss them in class.
(5) **Reading/ Discussion Reflections**: Reading reflections are set up in the form of a weekly online discussion. After our in class discussion of text, you will go home and respond to a posted question on Canvas with a short paragraph as well as respond to one of your classmates. These reflections assess your ability to synthesize the information we are covering in the course and develop ideas. They should enhance your ability to compare landscapes and identify themes across different time periods, as well as engage in discussion about the material.

(5) **Field Trip Reflections**: Before each field trip we take, I will provide some things to look for, reflect on, engage with. You will post a one page reflection on the experience when indicated on Canvas.

**Deeper Dive Presentation**: Each student will sign up to do a short research project and presentation on one landscape from a list I will hand out in the beginning of the semester, which they will then present to the class. This exercise will develop students’ public speaking skills and ability to independently research a topic. More information will be provided in the first few classes. A grading rubric for this assignment will be provided.

(5) **Quizzes**: Will take place on Thursdays and consist of multiple choice, matching, and short answer questions on material covered in the course.

**Final Project/ Presentations**: Students will work in a group to complete a multimedia presentation and short individual written reflection on a current landscape architect. This assignment develops students’ knowledge of current events in the field of landscape architecture, as well as verbal presentation and writing skills. I will provide a detailed grading rubric for this assignment.

**Policy on Academic Integrity**: The section in italics is quoted verbatim from the University of Delaware ‘Code of Conduct’:

"All students must be honest and forthright in their academic studies. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Student Conduct." [http://www.udel.edu/stuguide/14-15/code.html](http://www.udel.edu/stuguide/14-15/code.html)

Students must assume that all graded assignments, papers, and tests are to be completed individually unless otherwise noted in writing in this syllabus. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given assignment or test.

**Inclusion of Diverse Learning Needs**: This course is open to all students who meet the academic requirements for participation. Any student who has documented a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Disability Support Services can be reached at 302-831-4643, in Allison Hall 130 and will coordinate reasonable accommodations for students with documented disabilities.

**Harassment**: It is unacceptable and a violation of university policy to harass, discriminate against, or abuse any person because of a person’s race, color, national origin, gender, sexual orientation, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equity and Inclusion [http://www.udel.edu/oei/](http://www.udel.edu/oei/) if you believe a violation has occurred.

**Communication Faculty Statement on Disclosures of Instances of Sexual Misconduct**: If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university’s Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy—I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24 hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.
Course Schedule
Readings are to be completed by class time on the day listed. Please refer to course syllabus (handed out in class and posted to Canvas) for information about specific assignments.

Note that we are covering a lot of material in this course, and that we may shift assignments around in order to accommodate extra time spent on areas of interest or concepts that we want to dwell on. I will clearly articulate to the class if and when these scheduling changes will occur, and a revised schedule will be posted to Canvas.

Required Texts:


ISBN Number: 978-0-470-28933-4

Course Reader. (Available at UD Barnes and Noble)

Week One – Introduction

8/29 – Topic One- Introduction: Definition of Landscape
Concepts: Nature/ Garden/ Landscapes/ Ambiguity
Class Introduction
Sample Deeper Dive: Stonehenge

Week Two – Prehistory


Boults, Elizabeth and Chip Sullivan. *Illustrated History of Landscape Design*. Introduction p. xi;
Prehistory to 6th Century pp. 1-13

9/5 – Topic Two- Prehistory: Sacred Landscapes
Concepts: Genius Loci/ Axis Mundi
Lecture: Prehistoric Landscapes
Reflection/ Discussion 1: The Beholding Eye

Week Three – Ancient Greece and Rome


9/10 - Practice Quiz - Prehistoric Landscapes

Topic Three- Ancient Greece & Rome: Domestic/ Utilitarian Landscapes
**Concepts: First, Second, and Third Nature**
Lecture: Ancient Greece and Rome
Reading/ Discussion Reflection Due (1) (The Beholding Eye)
Discussion: Genius Loci
Film Excerpt: Delphi
Deeper Dives: Delphi, Hadrian’s Villa

9/11 – **LAST DAY TO REGISTER/ ADD/DROP COURSES**

9/12 – Ancient Rome
Guest Speaker: Annette Giesecke, Ph.D., Professor Foreign Language and Literature

**Week Four – 6th to 15th Century/ Persian and Islamic Gardens**

Reading for Week Four: Boults, Elizabeth and Chip Sullivan. *Illustrated History of Landscape Design.*
- 6th Century to 15th Century pp. 15-36
- 15th Century pp. 66-67;
- 16th Century pp. 100.
- 17th Century pp. 120-126

9/17 – **Quiz One – Greek and Roman Landscapes**

**Topic Four – Medieval Gardens of Europe and Spanish Gardens of Iberian Peninsula**
Concepts: First, Second, and Third Nature
Lecture: Medieval Gardens/ Early Gardens of Iberian Peninsula
Reading/ Discussion Reflection Due (2) (Guest Speaker Reflection)

9/19 – **Topic Five- Persian and Mughal Paradise Gardens**
Landscape as Paradise/ Tomb/ Memorial
Concepts: Axial Symmetry/ Harmony
Lecture: Mughal Empire & Persian Paradise Gardens
Discussion Topic: First, Second, and Third Nature

**Week Five – 15th to 16th Century Europe/ Landscapes of China**

Reading for Week Five: Boults, Elizabeth and Chip Sullivan. *Illustrated History of Landscape Design.*
- 6th Century to 15th Century pp. 37-44,
- 15th Century pp. 68-73,
- 16th Century pp. 74-99,
- 18th Century pp. 165-70,

9/24 – **Topic Six- Neoclassical Landscapes**
Landscape as Expression of Ideals
Concepts: Interior and Exterior Space
Lecture: Renaissance Italian Gardens/ Renaissance England and France
Film Excerpt: Villa Lante at Bagnaia
Reading/ Discussion Reflection Due (3): 1st, 2nd, 3rd Nature
Deeper Dives – Generalife, Shalamar
9/26 – Topic Seven - Landscape as Art / Chinese Landscapes
Concepts: Prescribed Movement/ Symbolism
Lecture: Landscapes of China
Deeper Dives: The Gardens of Suzhou, Yihe Yuan

Week Six – Japanese Landscapes

Readings for Week Six: Boults, Elizabeth and Chip Sullivan. *Illustrated History of Landscape Design.*
6th Century to 15th Century pp. 45-56,
16th Century pp. 101-106
17th Century pp. 111-118
18th Century pp. 165-170

10/1 – Topic Eight- Landscapes of Contemplation/Japanese Landscapes
Concepts: Abstraction/ Borrowed View
Lecture: Landscapes of Japan
Deeper Dives: Daisen-in, Katsura Rikyu

10/3 – *Field Trip-Shofuso Japanese Tea House and Garden* REQUIRED

Week Seven – Renaissance and Baroque Landscapes (17th Century Europe)

Readings for Week Seven: Boults, Elizabeth and Chip Sullivan. *Illustrated History of Landscape Design.*
17th Century pp. 107-110, 127-146.
Gilpin, William, Excerpt from *Remarks on Forest Scenery,* pp. 337-341;
Price, Uvedale, excerpt from *An Essay on the Picturesque,* pp.351-357,

10/08 – Quiz Two – Chinese and Japanese Landscapes/ Mughal Empire

Topic Nine- Baroque and French Classical Gardens
Landscape as Theatre/ Spectacle/ Power
Concepts: Illusion/ Extension/ Axes
Lecture: Baroque and French Classical Gardens
Field Trip Reflection Due (1) (Shofuso)
Deeper Dives – Villa d’Este, Bomarzo

10/10 – Film Clip: Versailles

Topic Ten - Philosophical Landscapes
Concepts: Allusion/ Political Landscapes
Lecture: English Landscape Gardens
Deeper Dives - Vaux le Vicomte, Isola Bella

Week Eight – 18th Century England /18th and 19th Century Europe

Reading for Week Eight: Boults, Elizabeth and Chip Sullivan. *Illustrated History of Landscape Design.*
18th Century pp. 147-164; 171-176.
10/15 –  *FIELD TRIP VISIT MECHANICAL HALL GALLERY* (ON CAMPUS)

10/17 –  
**Topic Ten - Philosophical Landscapes**
**Concepts: Aesthetics/ Taste**
Lecture: The Picturesque Debate
Deeper Dives - Capability Brown, Humphrey Repton
Reading/ Discussion Reflection Due (4) – The Picturesque Debate

**Week Nine – Late 19th/ Early 20th Century**

Readings for Week Nine: Boults, Elizabeth and Chip Sullivan. *Illustrated History of Landscape Design.*
19th Century pp. 177-185

10/22 –  
**Quiz Three – Renaissance and French Classical Landscapes/ The Picturesque Debate**

**Topic Eleven- Artistic Landscapes**
**Concepts: Observation**
Lecture: Victorian England and Plant Collection
Deeper Dives – Gertrude Jekyll, William Robinson

10/24 –  
**Topic Twelve- Early 20th Century: Landscapes of Display**
**Concepts: “The Styles”/ Utility**
Field Trip Reflection Due (2) – (Mechanical Hall Art Viewing)

10/27 –  *SATURDAY FIELD TRIP – WINTERTHUR AND NEMOURS* REQUIRED

**Week Ten – Early 20th Century**

Reading for Week Ten: Boults, Elizabeth and Chip Sullivan. *Illustrated History of Landscape Design.*
19th Century pp. 186-202
20th Century pp. 203-210

10/29 –  
**Topic Thirteen- Democratic Landscapes**
**Concepts: Socially Beneficial Design(?)/ Idealized Nature**
Lecture: Rural Cemeteries and Public Parks – Responses to Industrialization/ National Parks and International Exhibitions
Field Trip Reflection Due (3) (Winterthur/ Nemours)

10/31 –  **Film Excerpt: Olmsted**
Deeper Dives - Joseph Paxton, Andrew Jackson Downing

**Week Eleven – Mid 20th Century**

Reading for Week Eleven: Boults, Elizabeth and Chip Sullivan. *Illustrated History of Landscape Design.*
20th Century pp. 211-218
11/5  –  * MARION COFFIN FIELD TRIP * (ON CAMPUS)
Reading/ Discussion Reflection Due (5) (Modern Influences on Landscape Architecture)

11/7  –  Quiz Four – The Arts and Craft Movement/ The Picturesque

Topic Fourteen- Modernism
Concepts: Leisure Time/ The Rise of the Automobile
Lecture: Modernism
Deeper Dives: Beatrix Farrand, Marion Coffin

Week Twelve –  Late 20th Century

Reading for Week Twelve: Boults, Elizabeth and Chip Sullivan. Illustrated History of Landscape Design. 20th Century pp. 219-230

11/12  –  Meet at Morris Library for IMovie Training Day
Introduce Final Assignment
Field Trip Reflection (4) Due – Marion Coffin

11/14  –  Topic Fifteen- Environmentalism/ Art
Analysis/ Ecological Awareness
Lecture: Environmental Art and Brownfield Redevelopment
Discussion: Ecology and Design
Film Excerpt: Rivers and Tides
Deeper Dives: Fletcher Steele, Jens Jensen, Roberto Burle Marx, Ian McHarg

Thanksgiving Break

11/19 – 11/23

Week Thirteen – 21st Century

Reading for Week Thirteen: Boults, Elizabeth and Chip Sullivan. Illustrated History of Landscape Design. 21st Century pp. 231-243

11/26  –  Quiz Five – Gilded Age America/ Public Landscapes/ Modernism

Topic Sixteen: Current Issues in Garden Design
Concepts: Sustainability/ Regeneration
Discussion Topic: Responsible Design
Deeper Dive: Peter Latz and Partner, Piet Oudoulf, C.TH Sorenson, Maya Lin

11/28  –  *Field Trip – Longwood Gardens* REQUIRED

Week Fourteen – Review

12/3  –  Field Trip Reflection Due (5) (Longwood - ecology of site/ continuum of landscape architecture)
Final Presentations

12/5  –  Final Presentations