

LARC 212 History of Landscape Architecture

Instructor

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Course Description

LARC 212 Winter Intersession: History of Landscape Architecture is an overview of the history of environmental design, emphasizing the relationship between humans and landscapes in history. Philosophical concepts and design principles will be explored to understand different attitudes towards nature and art and the expression of values/traditions in the built landscapes and urban environments.

This course satisfies the following General Education Foundations requirement:

- GEF Area 6. The Arts & Creativity (3 credits)

This course also satisfies requirements for the following General Education Credits:

- GEC 3. The Past and Its Traditions: Students are expected to apply knowledge, methods, and principles of inquiry to understanding the past.
- GEC 5. Artistic Expression: Students are expected to apply methods and principles of critical inquiry to the analysis of literary or artistic expression.

Learning Outcomes

By the end of the course, the successful student will be able to:

- Identify important cultures, periods, and artistic styles that influenced landscape perception and landscape architecture.
- Recognize places, historical periods, and types of environmental design, and relate them to the different social, political, and cultural forces.
- Relate the significance of particular historical periods and cultural values to the making and metamorphosis of landscape architecture principles in history.
- Develop a visual vocabulary of environmental design history and recognize the specific historical landscape and urban design forms that will serve as inspiration for future landscape architectural design work.
- Identify design principles used by landscape architects, urban designers, and architects in shaping environments.
- Relate the complexity of relationships between social, cultural, political, philosophical, and artistic factors with landscape and urban design.
- Develop observational, analytic, and descriptive skills to identify landscape and urban form patterns within contemporary landscapes and cities.

Textbook

There is no required text, but there are some recommended text listed below if you would like to explore the history of landscape design in further detail

Recommended Textbooks:

Boults, E. and C. Sullivan. 2010. *Illustrated History of Landscape Design*. Hoboken, NJ: John Wiley & Sons.

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

Content

The course will focus on thematic areas related to significant periods and styles, such as:

- Myth and sacred spaces in primitive times;
- Architecture, landscape, and proportion in classical times;
- Garden as paradise in the Islamic and Christian cultures;
- Humanism in the landscape during the renaissance;
- Display of power during baroque and rococo eras;
- Romanticism and picturesque in the landscape;
- Chinese and Japanese garden traditions;
- New parks of the 19th century;
- Contemporary expressions of landscape architecture.

Methodology

Landscape Architecture History is organized as a comprehensive investigation of the various aspects of the human-landscape relation during history. The Modules will focus on significant historical periods and their related environmental design expression, including social, cultural, philosophical, political, and artistic contexts.

This is an intense course in which there are 24 Modules to be covered during the next 3 weeks in this online course. The Modules on eCampus include text, images, maps, examples of analysis, links to external sources, and Google Earth Pro Map Links. The multimedia content will illustrate essential aspects of the subject areas included in each Module. After navigating through each Module, by reading and studying the images and exploring the external links, there will be a Module Review. The Module Reviews are **not graded** but are essential learning tools, and they will help you prepare for the Quizzes. The Module Reviews are directly tied to the Learning Outcomes for each Module. If you complete the Module Reviews, you should succeed on the Quizzes. The Modules are sequential and build on previous Modules.

Grades

Grades are based on academic performance. See below for point distribution:

Assessment Points		Grade Points	
5 Quizzes:	80	A	100 - 90
Discussion Board Entries/		B	89 - 80
Participation:	10	C	79 - 79
<u>Semester Project:</u>	<u>10</u>	D	69 - 60
Total:	100	F	59 -

Quizzes: 80%

There are 5 quizzes in this course. The quizzes are taken as follows:

- Quiz 1 after Module 5 (Modules 1-5);
- Quiz 2 after Module 10 (Modules 6-10);
- Quiz 3 after Module 15 (Modules 11-15);
- Quiz 4 after Module 20 (Modules 16-20); and ▪ Quiz 5 after Module 24 (Modules 21-24).

For quiz dates, see Course Schedule.

Quizzes will be completed through the eCampus site. The quizzes will be available for 48 hours to accommodate your schedule. Once you begin a Quiz, you will have one hour to complete it. The quizzes will consist of multiple-choice questions that refer to the Modules, and the Module Reviews.

MISSED QUIZZES CANNOT BE MADE UP.

Discussions | Participation: 10%

Participation (10% of course grade): There is a Discussion question at the end of each Module. Discussion questions are meant as a means for you to relate the Module content to your personal life experience. In answering the Discussion questions, you should be thoughtful and reflective. Your Discussion responses will be evaluated by how well you relate Module content to your own life experience.

Evaluations of Discussion Responses will include the following grades and criteria:

- 100%: The response was thoughtful and reflective, and related to the student's personal experience.
- 80%: The response related to the student's personal experience but lacked thoughtfulness and reflection.
- 60%: The response did not relate to the student's personal experience and was not thoughtful or reflective.
- 0%: No response provided by the student.

Course Project: 10%

This Course project will apply what was learned to your hometown landscape. You will perform an observational analysis of your hometown to discover influences in the creation and evolution of local landscapes and architecture.

The Semester Project includes:

- Map interpretation,

- Photographic study and
- Digitizing of material for upload to the class website on ECampus.

Plagiarism and Academic Dishonesty

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://studentlife.wvu.edu/studentconductcode.html>.

Should you have any questions about possibly improper research citations or references or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services. (<https://accessibilityservices.wvu.edu/>). *More information is available at the Division of Diversity, Equity, and Inclusion n(<https://diversity.wvu.edu/>) as well. [adopted 2-11-2013]*

Note: The instructor reserves the right to make any changes in the syllabus throughout the course as necessary. Changes in assignments, point values, due dates are also the discretion of the professor.