

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-030-156

LA 3271 – History II: Modern Landscapes (GE Area C1)

General Education Committee

Date: 07/20/2016

Executive Committee  
Received and Forwarded

Date: 08/17/2016

Academic Senate

Date: 08/31/2016  
First Reading

09/28/2016  
Second Reading

**BACKGROUND:**

This is a new course seeking GE status for the semester calendar.

**RESOURCES CONSULTED:**

Faculty

Department Chairs

Associate Deans

Deans

Office of Academic Programs

**DISCUSSION:**

The GE Committee reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area C1.

**RECOMMENDATION:**

The GE Committee recommends approval of GE-030-156, LA 3271 – History II: Modern Landscapes for GE Area C1.

## LA - 3271 - History II: Modern Landscapes

C. Course - New General Education\* Updated

<b>General Catalog Information</b>
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<b>College/Department</b> Landscape Architecture	
<b>Semester Subject Area</b> LA	<b>Semester Catalog Number</b> 3271
<b>Quarter Subject Area</b> None Selected	<b>Quarter Catalog Number</b>
<b>Course Title</b> History II: Modern Landscapes	
<b>Units*</b> (3)	
<b>C/S Classification*</b> C-02 (Lecture Discussion)	

To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

<b>Component*</b> Lecture
<b>Instruction Mode*</b> Face-to-Face
<b>Grading Basis*</b> Graded Only
<b>Repeat Basis*</b> May be taken only once

<b>If it may be taken multiple times, limit on number of enrollments</b>	<b>1</b>
<b>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</b>	
<b>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)</b>	
<b>Choose appropriate type (s) of course(s)*</b>	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
<b>General Education Area / Subarea*</b>	<b>C1</b>

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

**I. Catalog Description**

<b>Catalog Description</b>	<p>Historical developments in landscape and garden design in the 20<sup>th</sup> &amp; 21<sup>st</sup> Century. Addresses the emergence of the landscape architecture profession, along with the historical, social, political, economic, and philosophical forces that influence contemporary practice and places. Students will develop skills in analysis of landscapes, library research, and written communication of ideas. Fulfills General Education C1 Visual &amp; Performing Arts requirements.</p>
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**II. Required Coursework and Background**

<b>Prerequisite(s)</b>	Pre-requisites: None
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**Corequisite(s)**

**Pre or Corequisite  
(s)**

**Concurrent**

**III. Expected Outcomes**

**List the  
knowledge, skills,  
or abilities which  
students should  
possess upon  
completing the  
course.\***      **Knowledge**

- A general knowledge of landscape design in the context of historical, social, political, economic, technological and philosophical forces that drive landscape architecture forward into the 21st century. (GE requirement 2b, 4b)
- Recognize, identify, compare and discuss the major schools of thoughts, design thinking and practical precedents that influence the contemporary built landscape. (GE requirement 2b, 4b)
- Describe and compare among different modern design thinking and practices and evaluate their multifaceted impacts in human society. (GE requirement 2b, 4b)
- Examine how different modern design principles are reflected in practical precedent cases and compare their strengths and weaknesses in realizing specific design goals and objectives. (GE requirement 1a, 2b, 4b)
- Integrate concepts, examples, with historic and contemporary political, social, cultural, economic, environmental, technological and philosophical forces that might influence the future trends of landscape architecture. (GE requirement 1a, 2b, 4b)

### **Skills**

- Fundamental research skills required for the preparation of academic papers and professional reports, including the use of the library, linked to understanding how these skills relate landscape architectural practice or other professions. (GE requirement 1a, 2b, 4b)
- Analysis of major works of landscape architecture and garden design, to explain their significance in society, and apply concepts and theories pertaining to the study of culture, economics, history, politics, or society in the context of landscape design. (GE requirement 1a, 2b)
- Evaluation of the historical development of diverse cultures and the role they play in shaping core institutions and practices of landscape architecture. (GE requirement 1a, 2b)
- Develop and generate infographic diagrams to illustrate

connection and relations among historic and theoretic development in landscape architecture. (GE requirement 1a, 4b)

### Values

- Commitment to high standards of academic and design performance, to fair-use guidelines and principles of acknowledgement of intellectual property, and an understanding of how the design and academic worlds borrow, recognize and credit the basis for their ideas. (GE requirement 4b)
- Commitment to professional conduct, attitude and deportment; to participation, collaboration and engagement. (GE requirement 4b)

**If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

**These outcomes will build student capacity in each of the following major program objectives:**

1A. Foster creative and critical thinking skills within students, as well as the application of these skills to resolve ecological, social and aesthetic problems, within the context of environmental design.

**This course involves the critical analysis of landscape architecture as a design profession over 120 years. It requires the integration of ideas and linking design principles and characteristics over time, geography, and cultures.**

1C. Provide students with a strong foundation in design, including an understanding of fundamental principles, form and space creation, design process, and its application to the broad spectrum of landscape architectural activities.

**Teaches the use of design skills in the layout and presentation of reports**

**and written information. The course also broadens students' schema of design references and tools.**

1D. Provide students with a strong understanding of natural patterns and processes at multiple scales, and an awareness of design and planning strategies to address ecological problems, including, preservation, restoration, regenerative design and sustainable use of resources.

**The course places these recent developments in design thinking within a cultural, political, and economic context.**

1E. Provide students with a strong understanding of cultural patterns and processes at multiple scales, and an awareness of challenges and strategies related to planning and design within a multi-cultural society.

**The course places these recent developments in design thinking within a cultural, political, and economic context.**

1G. Expose students to a variety of professional roles and contexts, including individual and team projects, as well as interdisciplinary collaboration.

**The course involves both individual and group work.**

1H. Instill within students the technical skills and knowledge necessary for landscape design, planning, construction, and professional practice with regards to ecological sustainability, efficiency, practicality and the protection of public health, safety and welfare.

**This course provides the historic foundation of the ideas, approaches and tools used in landscape design and planning today, including the use of various materials, and the necessity for professional communication and writing.**



**Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

LA3271 Landscape History I develops critical thinking and about aesthetics in the built environment in the multi-cultural context of North America. Assignments require critical evaluation of how specific philosophies are translated into built works and attitudes towards nature, identifying cross-cultural connections and contemporary influences, and critical evaluation of aesthetics from multiple cultural perspectives.

**Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

1a) Writing assignments will target writing styles to engage audiences' students will encounter in the professional setting: general population, colleagues and other professionals, and potential clients. Assignments will also require translation of cultural specific concepts to divers audiences.

2b) 'Major' works of landscape architecture and garden design will be evaluated for aesthetics, cultural relevance, philosophies, attitudes towards nature, and influence on contemporary culture in the research projects, short-form writings, and course discussions.

4b) Provides historical context for styles and precedents in the contemporary built environment, so will strengthen students critical thinking abilities, and provide them with basic aesthetic tools for appreciating art and landscapes from around the world.

**General Education Outcomes\***

**Ia. Write effectively for various audiences**

**IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.**

**IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

#### IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

##### **Instructional Materials\***

- Beardsley, J. (2006). *Earthworks and Beyond: Contemporary art in the landscape*. New York, NY: Abbeville Press.
- Beardsley, J. (2003). *Denatured Visions: Landscape and culture in the twentieth century*. New York, NY: Museum of Modern Art.
- Cronon, W. (1992). *Nature's Metropolis: Chicago and the great west*. New York, NY: Norton.
- Dumpelmann, S. & Beardsley, J. (2015). *Women, modernism, and landscape architecture*. New York, NY: Routledge.
- El-Khoury, R. & Robbins, E. (eds). (2013). *Shaping the City: Studies in history, theory and urban design*. New York, NY: Routledge.
- Hall, P. (2014). *Cities of Tomorrow: An intellectual history of urban planning and design since 1880*. New York, NY: Wiley-Blackwell.
- Hunt, JD. (2004). *The Afterlife of Gardens*. Philadelphia, PA: University of Pennsylvania Press.
- Hunt, JD. (2014). *Historical Ground: The role of history in contemporary landscape architecture*. New York, NY. Routledge.
- Hunt, JD. (2015). *The Making of Place: Modern and contemporary gardens*. London, UK: Reaktion Books.
- Jackson, J. (1986). *Discovering the Vernacular Landscape*. New Haven, CT: Yale University Press.
- Jellicoe, G. & Jellicoe, S. (1995). *The Landscape of Man: Shaping the environment from prehistory to the present day*. New York, NY: Thames and Hudson.
- Johnson, J. (1991). *Modern Landscape Architecture: Redefining the garden*. New York, NY: Abbeville Press.

- Marx, L. (2000). *The Machine in the Garden: Technology and the pastoral ideal in America*. Oxford, UK: Oxford University Press.
- O'Malley, T. (2015). *Modernism and Landscape Architecture, 1890–1940*. New Haven, CT: Yale University Press.
- Rogers, E. (2001). *Landscape Design: A cultural and architectural history*. New York, NY: Harry N. Abrams.
- Trieb, M (ed). (1994). *Modern Landscape Architecture: A critical review*. Cambridge, MA: MIT Press.
- Trieb, M (ed). (2002). *The Architecture of Landscape, 1940-1960*. Philadelphia, PA: University of Pennsylvania Press.
- Way, T. (2013). *Unbounded Practice: Women and landscape architecture in the early twentieth century*. Charlottesville, VA: University of Virginia Press.

And others texts determined by the instructor.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

### **V. Minimum Student Material**

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

#### **Minimum Student Material\***

- Computer
- Notebook & writing tools
- iClicker

There is no selected text for this class at this time, so a reading packet will be available.

**VI. Minimum College Facilities**

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College Facilities\***

- Smart classroom
- iClicker
- Classroom with moveable tables and chairs without tablets

**VII. Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

**Course Outline\***

Topic 1	Landscape architecture in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries
Topic 2	Arts and crafts, art deco, and related design approaches
Topic 3	Prairie school and the role of naturalistic design
Topic 4	Rose, Eckbo, Kiley and the modernists

Topic 5	Movement and choreography: Halprin etc.
Topic 6	Evolution of the park
Topic 7	Participatory design and planning: Hester etc.
Topic 8	Marta Schwartz, Peter Walker, Ken Smith, and post modernism
Topic 9	Van Valkenburg, Andropogon, GGN, Ten Eyck and today's award winners
Topic 10	Landscape + art – land art and related movements
Topic 11	Community design evolution: suburbs, new urbanism, new ruralism, etc.
Topic 12	Landscape urbanism
Topic 13	Recent developments: systems focus, stormwater management, performance landscapes, multi-functional landscapes, vernacular design, therapeutic design, etc.
Topic 14	New directions in landscape architecture

## **VIII. Instructional Methods**

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

**Instructional Methods\***

A variety of instructional methods will be used to help students achieve expected course outcomes. They include the following:

- Lecture
- Discussion of assigned reading
- Small group activities
- In class presentations

**IX. Evaluation of Outcomes**

**Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

Suggested weighting:

- Short projects – 25%
- Research paper on significant 20<sup>th</sup> or 21<sup>st</sup> century designer or firm – 15%
- Research paper on major trend in landscape design in the 20<sup>th</sup> or 21<sup>st</sup> century – 15%
- Mid-term exam – 20%
- Final exam – 20%
- Participation in critical class discourse – 5%

**Describe the meaningful writing assignments to be included.\***

**Research paper – designer**

An exploration of a notable figure in landscape architectural design, their key innovations, the relationship of their approach to the political, social and economic context in which they lived, and their influence on design today.

**Research paper – trend**

An exploration of an important trend in landscape architectural design, and how it is related to the political, social, climate, geographic, biophysical, or economic context of the time in which it originated, as well as its influence on design and practice today.

**Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

<b>Course Learning Outcomes Matrix</b>	Research Papers/ Presentation	Short Writing Assignments	Quizzes and Exams	Project Presentations	Participation
A general knowledge of landscape design in the context of historical, social, political, economic, technological and philosophical forces that drive landscape architecture forward into the 21th century. (2b, 4b)	X	X	X	X	
Recognize, identify, compare and discuss the major schools of thoughts, design thinking and practical precedents that influence the contemporary	X	X	X	X	

built landscape. (2b, 4b)					
Describe and compare among different modern design thinking and practices and evaluate their multifaceted impacts in human society. (2b, 4b)	X	X	X	X	
Examine how different modern design principles are reflected in practical precedent cases and compare their strengths and weaknesses in realizing specific design goals and objectives. (1a, 2b, 4b)		X	X	X	X
Integrate concepts, examples, with historic and contemporary political, social, cultural, economic, environmental, technological and philosophical forces that might influence the future trends of landscape architecture. (1a, 2b, 4b)	X	X		X	X
Fundamental research skills required for the	X	X			



<p>preparation of academic papers and professional reports, including the use of the library, linked to understanding how these skills relate landscape architectural practice or other professions. (1a, 2b, 4b)</p>					
<p>Analysis of major works of landscape architecture and garden design, to explain their significance in society, and apply concepts and theories pertaining to the study of culture, economics, history, politics, or society in the context of landscape design. (1a, 2b)</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	
<p>Evaluation of the historical development of diverse cultures and the role they play in shaping core institutions and practices of landscape architecture. (1a, 2b)</p>	<p>X</p>	<p>X</p>	<p>X</p>		
<p>Develop and generate infographic diagrams to illustrate connection and</p>	<p>X</p>	<p>X</p>		<p>X</p>	

relations among historic and theoretic development in landscape architecture. (1a, 4b)					
Commitment to high standards of academic and design performance, to fair-use guidelines and principles of acknowledgement of intellectual property, and an understanding of how the design and academic worlds borrow, recognize and credit the basis for their ideas. (4b)	X	X		X	X
Commitment to professional conduct, attitude and deportment; to participation, collaboration and engagement. (4b)	X	X		X	X



**If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to**

<b>Alignment between evaluation methods and GE Learning Outcomes</b>					

align the evaluation methods to the outcomes.\*

	1a Writing	2b Analysis of creative work	4b Cu
<b>Research Projects</b>	<p>Students will receive written feedback from the instructor evaluating organization, writing quality, accessibility/ appropriateness of language for intended audience, and expression of aesthetic/ philosophical concepts.</p> <p>Verbal presentations provide the opportunity for peers to provide immediate feedback about effectiveness of the communication and content. Presentations will summarize the longer written work, requiring students to organize their analysis and choose their words carefully</p>		<p>Resea requir reflec conce comp exam</p> <p>Public essen profes advan enabl intelle</p>
<b>Short Writing Assignments</b>	<p>Low stakes practice with the major elements of the research project. One of these can focus on appropriate language for distinct audiences.</p>		
<b>Exams</b>	<p>Short form answers provide writing practice; questions can be designed to include use of language appropriate for distinct audiences.</p>	<p>Identification of major gardens from slides is required, along with answering questions about them. Slide identification requires evaluation of significant features and their spatial relationships.</p>	
<b>Participation</b>			<p>Discu prima explor differ perce interp</p>