CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-045-156

LA 1771 – Reading and Representing the Landscape (GE Area E)

General Education Committee	Date:	05/24/2017
Executive Committee Received and Forwarded	Date:	05/24/2017
Academic Senate	Date:	<u>05/31/2017</u> <u>First Reading</u> 07/12/2017 <u>Second Reading</u>

BACKGROUND:

This is a new course for the semester calendar.

RESOURCES CONSULTED:
Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

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

RECOMMENDATION:

The GE Committee recommends approval of GE-045-156, LA 1771 – Reading and Representing the Landscape for GE Area E (See attached ECO).

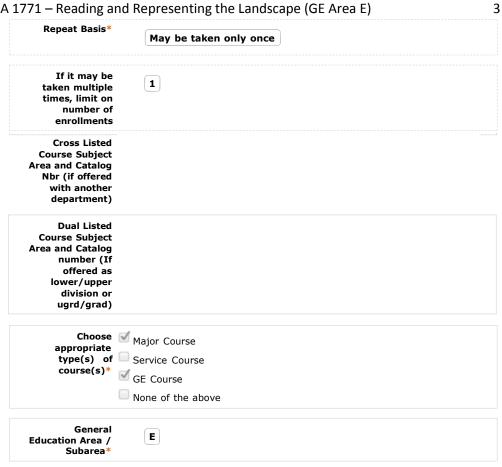# LA - 1771 - Reading and Representing the Landscape

C. Course - New General Education* Updated

General Catalog Information

College/Departme	Landscape Architecture

Semester Subject Area	LA	Semester Catalog Number	1771

Quarter Subject Area		Quarter Catalog Number	

Course Title Reading and Representing the Landscape

Units* (3)

C/S Classification * 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

Component* Lecture

Instruction Mode* Face-to-Face

Grading Basis* Graded Only

Repeat Basis*	May be taken only once

If it may be taken multiple times, limit on number of enrollments	1

Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	

Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)	

Choose appropriate type(s) of course(s)*	☑ Major Course ☐ Service Course ☑ GE Course ☐ None of the above

General Education Area / Subarea*	E

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

I. Catalog Description

Catalog Description	*Reading and Representing the Landscape* explores and synthesizes methods to understand, value, interpret and represent the larger landscape around us as an ever-evolving set of biophysical and cultural relationships. Students will cultivate an awareness of our relationships to the natural world and its impact as an ecological and social construct in contemporary life and the implications for our society. This course will Fulfills General Education Area E requirements.

II. Required Coursework and Background

Prerequisite(s)	None

Corequisite(s)

Pre or Corequisite(s)

Concurrent

III. **Expected Outcomes**

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

Upon successful completion of the course, students will:

Knowledge:

Understand basic methods and best practices by which to evaluate and interpret human interaction with the natural and designed landscape   (GE Requirement 4a)

Understand basic relationships and influence Nature and the environment have on cultural and artistic expression (GE Requirement 4a)

Understand basic relationships and influence of Nature on individual and community health; and demands of society and human responsibility to the planet (GE Requirement 4a, 4c)

Comprehension of how social factors impact the value and significance of landscapes both natural and designed (GE Requirement 4a, 4c)

Skills:

'Read' the landscape to identify and interpret the

interconnections of specific systems, their functions, and environmental impacts. (GE Requirements 4b)

Select and apply appropriate methods of landscape assessment to communicate personal values and ethics around the designed and natural environment (GE Requirements 1a)

Ability to visually interpret and represent a set of values of the landscape through basic digital photography and critical writing. (GE Requirements 4b)

Values

Connections between historical development of diverse cultures and analysis of the role that cultural diversity plays in shaping core institutions and practices of landscape architecture for individuals and societies. (GE Requirement 4b, 4c)

Apply principles, methods, value systems, and ethics to social and environmental issues at local and global scales. (GE Requirements 4b)

Explain the importance of active engagement in public landscapes for the betterment of personal and communal life. (GE Requirements 1a, 4c)

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 objectives of the BSLA Program:**

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.

LA1771 addresses through the development of critical thinking skills through the evaluation of various data collection and analysis skills and the most appropriate questions/settings within which to apply them.

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.

LA1771 provides the foundation for these skills in the program - an awareness of the biophysical and cultural systems that we need to evaluate and address in terms of design impacts.

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.
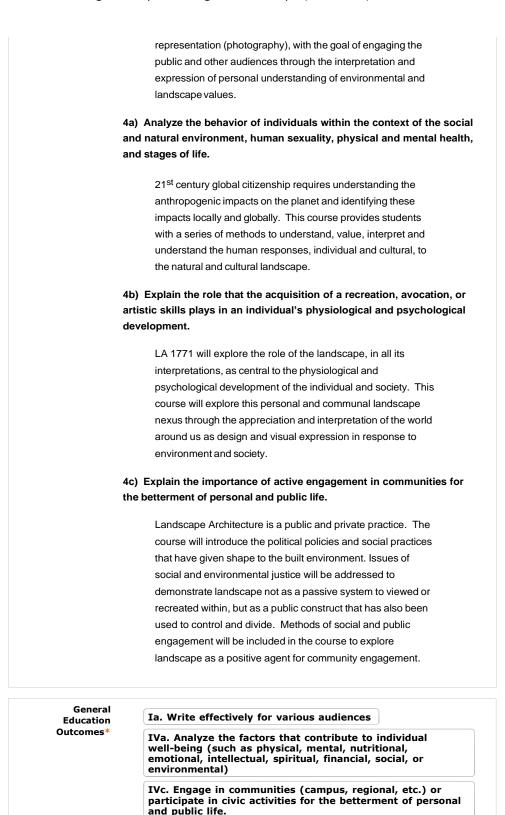
LA1771 addressed specifically in one of the topic areas, addressing

anthropogenic patterns and the systems that influence how our decisions impact land use patterns.

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

LA1771 provides individual, pair and group learning experiences, as well as exposure to the professional outcomes of engineers, environmental scientists, soil scientists, planners, and others.

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.

LA1771 provides the basic skills related to landscape awareness and assessment on which responsible design decisions are based.

1I.   Instill hands-on computer proficiency in students, as well as an understanding and awareness of innovations in information technology, and their implications for planning and design process and product.

LA1771 introduces analysis tools (such as GIS and Geodesign), as well as representation/communication tools (digital photography, photoshop and Indesign applications).

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.	LA1771 provides students a critical abilities, visual intelligence, and aesthetic framework for interpreting the landscape as an individual and social construct. This class teaches students how to note and interpret landscape systems: seeing beyond the surface; seeing ecosystems rather than plants; understanding the interrelationships of built and natural systems from information on the surface; interpret cultural expression of landscape value through artistic expression and representation; and understanding and interpreting human behavior in the landscape.
Describe how these outcomes relate to the associated GE Learning Outcomes listed below. *	**1a) Write effectively for various audiences.** LA1771 focuses on recognizing, understanding and interpreting influence of the natural and built landscape has on the individual and society. Assignments require using a variety of communication methods, both written and visual

representation (photography), with the goal of engaging the public and other audiences through the interpretation and expression of personal understanding of environmental and landscape values.

4a) Analyze the behavior of individuals within the context of the social and natural environment, human sexuality, physical and mental health, and stages of life.

21st century global citizenship requires understanding the anthropogenic impacts on the planet and identifying these impacts locally and globally. This course provides students with a series of methods to understand, value, interpret and understand the human responses, individual and cultural, to the natural and cultural landscape.

4b) Explain the role that the acquisition of a recreation, avocation, or artistic skills plays in an individual's physiological and psychological development.

LA 1771 will explore the role of the landscape, in all its interpretations, as central to the physiological and psychological development of the individual and society. This course will explore this personal and communal landscape nexus through the appreciation and interpretation of the world around us as design and visual expression in response to environment and society.

4c) Explain the importance of active engagement in communities for the betterment of personal and public life.

Landscape Architecture is a public and private practice. The course will introduce the political policies and social practices that have given shape to the built environment. Issues of social and environmental justice will be addressed to demonstrate landscape not as a passive system to viewed or recreated within, but as a public construct that has also been used to control and divide. Methods of social and public engagement will be included in the course to explore landscape as a positive agent for community engagement.

General Education Outcomes*	
	Ia. Write effectively for various audiences
	IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)
	IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

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* A selection of contemporary writings (including selections from the list below) will provide students the necessary grounding in visual communication, landscape photography, design theory and practices, ecology, human and community factors, and design communication. Technical tutorials for digital tools will be provided with Lynda.com.

Allen, S. (1999). *Points + lines: Diagrams and projects for the city*. New York, NY: Princeton Amoroso, N. (2012). *Representing Landscapes.* London, UK: Routledge. Architectural Press.

Balling, J.D. and J.H. Falk. (1982). 'Development of Visual Preference for Natural Environments'. *Environ. & Behavior* 14(1): 5-28.

Bell, S. (2012). *Landscape: Pattern, perception and process.* London, UK: Routledge.

Carson, R. (1962) Silent Spring, Houghton Mifflin Company

Jackson, J. B. (1984). *Discovering the Vernacular Landscape*. New Haven, CT: Yale University Press.

LaGro, J. A. (2011). Site Analysis: A contextual approach to sustainable land planning and site design. New York, NY: John Wiley & Sons.

Leopold, A. (1986) A Sand County Almanac, Ballantine Books; Reprint edition

Macaulay, D. (1976). Underground. Boston, MA: Houghton Mifflin.

Marris, E. (2011). *Rambunctious Garden.* New York, NY: Bloomsbury.

Marsh, W. M. (2005). *Landscape Planning: Environmental applications.* New York, NY: John Wiley & Sons.

Misrach, R. Orff, K. (2014) Petrochemical America, Aperture

Spirn, A. (1998). *The Language of Landscape.* New Haven, CT: Yale University Press.

Swaffield, S. (2002) Theory in Landscape Architecture: A Reader. University of Pennsylvania Press

Tufte, E. (1990). *Envisioning information.* Cheshire, CT: Graphics Press.

Weschler, L. (2008). *Seeing Is Forgetting the Name of The Thing One Sees.* Berkeley, CA: University of California Press.

Vroom, M. (2006) Lexicon of Garden and Landscape Architecture, Birkhäuser Architecture; 1 edition

Wood, D. (2013). *Everything Sings: Maps for a Narrative Atlas.* New York, NY: Siglio.

And others 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*	
	Access to a computer
	Internet access
	Sketchbook/journal
	Selection of pens, pencils, markers, drawing tools, and a 9x12 drawing pad
	Access to a Digital Camera (DSLR preferred) and/or HD video camera

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*	
	Classroom with digital projector
	CPP Library
	Lynda.com
	Blackboard (or other digital teaching tools)

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*	
	LA 1771 Reading and Representing Landscape is designed to provide students with and introduction to landscape as a complex series of cultural decisions. Utilizing numerous precedents from art and design, the course will present landscape and environment beyond the typical cultural constructs, moreover, this course will challenge students preconceptions through a critical examination of the underlying systems that have given rise to current values of landscape. The course will also introduce student to photography as a critical method of landscape documentation and interpretation- landscape has always been influenced by the image of itself. The course outline is organized to take students through a survey or landscape relationships, analytical methods of evaluation, artistic expressions of value and the impacts of cultural environmental value at work in society today.

Topic 1	**WE ARE LANDSCAPE** -Critical review of the existing landscape to discover past and current land uses and patterns of human occupation and the values that informed those patterns -Discussion of evolution of our human species in response to landscape conditions -Discussion of key examples from history of our deep human connection to the environment and the eventual anthropogenic landscape -Introduction to the biophysical and socio-cultural; understanding individual characteristics of climate, air, water, land, vegetation, habitat, socio-cultural, and historical information. **Field Day Trip ONE**
Topic 2	**TO SEE LANDSCAPE** -Discussion of the methods and means of human expression of the environment and landscape through design and artistic expression -Introduction of basic digital photography -Introduction to the visuals cues and physical traces of landscape flows and system and the interrelatedness of socio-cultural and bio-physical structures -introduction to methods of visual communication **ON-LINE/BLACKBOARD READING DISCUSSIONS**
Topic 3	**THE VALUE of LANDSCAPE** -Models for looking at landscape systems and the interaction between individual characteristics of climate, air, water, land, vegetation, habitat, socio-cultural, and historical information. -Introduction to methods of landscape evaluation -Discussion of expressions of landscape value **Field Day Trip TWO** **TERM JOURNAL Outline DUE**
Topic 4	**NATURE'S INFLUENCE ON THE INDIVIDUAL AND THE COMMUNITY** -Representing and reading the influences of the wild, wildness and wilderness in society -Discussion of the designed landscape as cultural and environmental interpretation

	-Discussion of landscape value to physiological and psychological health of the individual and the community **Possible Weekend Field Trip**
Topic 5	**REPRESENTING and DOCUMENTING the LANDSCAPE** -Phenomenological approaches, site inventory and analysis, aerial photography and remote sensing, counts, online and library research, archival research, behavioural observation, surveys, focus groups. -Communicating landscape characteristics to different audiences -Tools for explaining landscape characteristics: GIS, Geodesign, McHarg, symbology, using the body, triangulation. -Translating past, existing and potential landscape and human data for the purposes of design **ON-LINE/BLACKBOARD READING DISCUSSIONS**
Mid-term Exam: Topics 1-4	
Topic 6	**HUMAN PATTERNS and SOCIAL FACTORS** -Habitation, settlement patterns, evidence of change over time, evolution at a city scale -impacts of race and culture on landscape value and control -Relating landscape characteristics to regulatory and political systems - Visual expression of landscape in response to race and ethnicity in artistic expression **Field Day Trip THREE** **TERM JOURNAL Draft DUE**
Topic 7	**READING RESILIENCE** - The role of resilience in the 21st century landscape, where we see it and how we define it - Discussion of cultural and ecological patterns of resilience - Landscape resilience as it relates to individual growth and development - Memory and trace in the urban landscape **Field Day Trip FOUR** **ON-LINE/BLACKBOARD READING DISCUSSIONS**
Topic 8	**THE CONNECTED WORLD** -Infrastructural relationships and Interrelatedness of landscape systems - Microclimate, habitat, migration, water, energy.

	-Discussion of existing and emerging technologies affecting our individual relationships to environment and community **STUDENT PRESENTATIONS**
FIELD TRIPS	**CALIFORNIA as CONTEXT** -Experiential learning based visits to California landscapes to better understand, value, interpret and represent individual and communal connections to landscape - Field trip activities will be directly connected to the topics of the course outline and serve as the basis for the Term Journal Project. *Potential Trip Locations, overnight trips are possible:* - Cultural Landscapes- Santee Alley, LACMA, Rose Hills Cemetery, - Contested Landscapes: Manzanar, Watts Towers - Natural Landscapes: Joshua Tree National Park, Sequoia National Park, - Infrastructural Landscapes: LA River, Port of Los Angeles, Owens Lake - Economic Landscapes: The Grove, The Americana - Civic Landscapes: Grand Park, Griffith Park - Constructed Landscapes: Chino Basin and Prado Dam - Private Landscapes: Lotusland, Catalina Island (Wrigley), The Huntington -Political Landscapes: The US-Mexico Border, the steps of LA City Hall
Final Exam:	**Final Exam: covering topics 5-8**
Term Journal due @ Final Exam	

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* LA1771 will use weekly lectures to provide context for the assigned readings and connections to larger themes, plus a variety of discussion/group activities to delve deeper into the topics covered by the lectures and readings. A series of field trips and off-campus activities will provide a sequence of experiential learning opportunities.

Assignments that combine writing and graphic representation (photography) of the natural and anthropogenic landscape written for multiple audiences
Student feedback provided by the instructor and peer evaluations.
Exams will be a mix of multiple choice and short-answer questions to reinforce basic knowledge and synthesis.
Online discussions of assigned readings.
In-class presentation
Field Trips

   o While not an individual assignement, field trips will be an integral part of the instructional method of this course.

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 of grade is:
Term Journal 40%

   Writing 20%
   Photography 20%

Midterm exam 15%
Final exam 15%
Student Presentation 20%
On-line/blackboard reading discussions 10%

Describe the meaningful writing assignments to be included.*

READING AND REPRESENTING THE LANDSCAPE Term Journal
(*Meaningful Writing Assignment, Visual and Verbal):*

Each student will prepare a personal journal that includes a series of written and photographic responses to reading and representing the landscape. This journal is intended to document and interpret either a small series or single built or natural environment of personal interest as experienced as a part of the course field trips. Emphasis will be placed upon a critical expression of the methods and means of the development of the selected landscape as it has changed over time and as salient reflection of society today. The journal project is to un-pack landscape as a set of biophysical and cultural relationships through writing and photography.

The photography associated with this student project is to serve as an applied exploration of artistic expression as a core influencer of an individual's physiological and psychological development. The photography will also serve as a creative and applied tool of visual analysis and critical documentation.

Students will write a series of short-form essays with accompanied photographs; combined visual and verbal communication. The journal format will be developed as a model for digital distribution to a public audience rather than the traditional term paper. The physical location/site of study for a term-long journal will be selected from the field trip(s).

Written Exams:

A midterm and final exam will be required. Each of these exams is intended to test comprehension to the core content, terms, methods and expression.

Student Presentation:

The student presentation is intended for students to develop skills in public speaking and verbal communication. The format of the presentations will be in-class, short format (Pecha Kucha style) and supported by digitally projected content. The combination of public format and visual content with require a complex understanding of communication to a peer audience.

Online/Blackboard Reading Discussion:

Students will engage in peer-to-peer discussion of assigned readings. This is intended to provide exposure and exchange of alternative views, multiple understandings and cultural values of the larger landscape.

Course Learning Outcomes Matrix	Term Journal (Writing and Photography)	Student Presentation	Mid-term Exam	Final Exam	Discussion and Readings
Understand basic methods and best practices by which to evaluate and interpret human interaction with the natural and designed landscape (GE Requirement 4a)	x		X		X
Understand basic relationships and influence Nature and the environment have on cultural and artistic expression (GE Requirement 4a)	X	X	X		
Understand basic relationships and influence of Nature on individual and community health; and demands of society and human responsibility to the planet (GE Requirement 4a, 4c)	X	X	X	X	X
Comprehension of how social factors impact the value and significance of landscapes both natural and designed (GE Requirement 4a, 4c)	X	X	X	X	

'Read' the landscape to identify and interpret specific systems, their functions, and environmental impacts, and interconnections. (GE Requirements 1a,4b)	X	X			X
Select and apply appropriate methods of landscape assessment to communicate personal values and ethics around the designed and natural environment (GE Requirements 1a, 4b)	X	X			X
Ability to visually interpret and represent a set of values of the landscape through basic digital photography. (GE Requirements 4b)	X	X	X	X	X
Connections between historical development of diverse cultures and analysis of the role that cultural diversity plays in shaping core institutions and practices of landscape architecture for individuals and societies. (GE Requirement 1a, 4b, 4c)		X	X	X	X
Apply principles, methods, value systems, and ethics to social and environmental issues at local and global scales. (GE Requirements 4b)		X	X	X	

| Explain the importance of active engagement in public landscapes for the betterment of personal and communal life. (GE Requirements 1a, 4c) | | X | X | X | |

	Alignment between evaluation methods and GE Lea	
	1a) Write and speak effectively to various audiences	**4a)** Analyze the factors that contribute to individua well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental),
READING AND REPRESENTING THE LANDSCAPE Term Journal	Through meaningful critical writing, photography and presentations, students will learn to effectively communicate and represent the underlying systems, processes and value of landscape to multiple audiences. Public academic audience with discussion of	Students will receive written feedback from the instructor and peers over the duration of the course. Feedback will evaluate organization/argument construction, writing quality, accessibility/ appropriateness of language, visual
	methods of digital dissemination / publication; written and visual content in journal format.	communication and photography for intended audiences.
Individual Presentation	Peer audience in a public presentation format; verbal communication supported by visual content	Building ability to concisel make an argument. Presentations are key methods for developing critical thinking, and developing aesthetic values.
Online/Blackboard Reading Discussion:	Peer-to-peer feedback in short, online format.	Students will engage in providing peer-to-peer feedback to evaluate organization/argument construction, writing quality, accessibility/ appropriateness of language for intended audience. Evaluation of peer's work will help student develop their own critical thinking and metacognition.
Written Exams	Exams include visual identification questions, multiple choice, short answer questions and essay questions. Questions will be designed to address each specific GE learning outcomes from 1a, 4, a,b,c.	Students will receive written feedback on their midterm exam which can be applied to their final exam performance

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

Department/
College Required
ECO Information
(Optional)