

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-005-178

Landscape Architecture GE Course Renumbering

General Education Committee

Date: 03/06/2018

Executive Committee  
Received and Forwarded

Date: 04/04/2018

Academic Senate

Date: 04/11/2018  
First Reading  
05/02/2018  
Second Reading

### BACKGROUND:

The department of Landscape Architecture has two GE courses in Area C1 that were approved for the semester system as LA 3261 (LA History I) and LA 3271 (LA History II). But with the revision of the Cal Poly GE document to comply with EO 1100 and its approval by the Senate, lower division GE Areas should have lower division courses only. Therefore, the department of Landscape Architecture is requesting to renumber said courses as LA 2261 and LA 2271, respectively.

### RESOURCES CONSULTED:

Faculty in Landscape Architecture  
Department Chair  
Academic Programs  
GE Committee

### DISCUSSION:

The faculty of Landscape Architecture took the initiative in contacting the GE Committee in their attempt to comply with the provisions of the Cal Poly Pomona GE Area Distribution document and the suggestion by the Executive Committee that lower division courses only be in lower division GE Areas. Launching and relaunching of courses into Curriculog would be a serious challenge without the help of personnel in Academic Programs. These courses continue to satisfy GE Area C1.

### RECOMMENDATION:


The GE Committee recommends approval of GE-005-178 Landscape Architecture GE Course Renumbering and thus these courses shall be numbered LA 2261 and LA 2271, respectively.


## LA - 2271 - History II: Modern Landscapes


C. Course - New General Education\* Updated

### General Catalog Information

**\*\*READ BEFORE YOU BEGIN\*\***

Import curriculum data from the Catalog by clicking on the following icon .  
It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.

Turn the help text on by clicking on the following icon .  
All fields with an asterisk (\*) are required fields. If left blank, the request will not be launched and cannot be acted upon.

Run and attach an impact report by clicking  to show all courses and programs impacted by this proposal.

Attach additional documentation by clicking .

<b>Department*</b>	Landscape Architecture	
<b>Semester Subject Area*</b>	LA	<b>Semester 2271 Catalog Number*</b>
<b>Quarter Subject Area</b>		<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>	1	

<p><b>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</b></p>	
<p><b>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrad/grad)</b></p>	LA 5271
<p><b>Choose appropriate type(s) of course(s) *</b></p>	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
<p><b>General Education Area / Subarea *</b></p>	<div style="border: 1px solid gray; border-radius: 5px; padding: 2px 5px; display: inline-block;">C1</div>

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

**I. Catalog Description**

<p><b>Catalog Description</b></p>	<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.</p> <p>Fulfills General Education C1 Visual &amp; Performing Arts requirements.</p>
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**II. Required Coursework and Background**

<p><b>Prerequisite(s)</b></p>	
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<p><b>Corequisite(s)</b></p>	
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**Pre or  
Corequisite(s)**

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**Concurrent**

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### **III. Expected Outcomes**

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

Upon successful completion of this course, students will gain:

#### **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.**

**LA2271 History II: Modern Landscapes**, 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 diverse 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.

**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\***

Readings to be selected from the following texts and others texts determined by the instructor.

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.

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.

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\*** Students will need access to a Computer with text and graphic editing/creating software for this course.

Additionally, students will need:

Notebook & writing tools  
iClicker

A course reading packet will developed by the instructor

#### **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 with projector/screen and other A/V capabilities  
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	Intro to 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	The rise of regional/ecological and participatory planning: McHarg, Andropogon, Hester etc.
Topic 8	Landscape + Art: land art and related movements
Topic 9	Marta Schwartz, Peter Walker, Ken Smith, and post modernism
Topic 10	Community design evolution: suburbs, new urbanism, new ruralism, etc.
Topic 11	Landscape urbanism and globalization
Topic 12	Performative landscapes: systems focus, stormwater management, performance landscapes, multi-functional landscapes, vernacular design, therapeutic design, etc.
Topic 13	Van Valkenburg, GGN, JFCO, and trendsetters of today
Topic 14	Emerging 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**

<p>Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc. *</p>	<p>Suggested weighting:</p> <ul style="list-style-type: none"> <li>Short projects – 25%</li> <li>Research paper on significant 20<sup>th</sup> or 21<sup>st</sup> century designer or firm – 15%</li> <li>Research paper on major trend in landscape design in the 20<sup>th</sup> or 21<sup>st</sup> century – 15%</li> <li>Mid-Term exam – 20%</li> <li>Final exam – 20%</li> <li>Participation in critical class discourse – 5%</li> </ul>
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<p>Describe the meaningful writing assignments to be included. *</p>	<p><b>Research paper – designer</b> 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.</p> <p><b>Research paper – trend</b> 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.</p>
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<p>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. *</p>	<table border="1"> <thead> <tr> <th>Course Learning Outcomes Matrix</th> <th>Research Papers/ Presentation</th> <th>Short Writing Assignments</th> <th>Quizzes and Exams</th> <th>Project Presentations</th> <th>Participati o</th> </tr> </thead> <tbody> <tr> <td> <p>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)</p> </td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td> <p>Recognize, identify, compare and discuss the major schools of thoughts, design thinking and</p> </td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td></td> </tr> </tbody> </table>	Course Learning Outcomes Matrix	Research Papers/ Presentation	Short Writing Assignments	Quizzes and Exams	Project Presentations	Participati o	<p>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)</p>	X	X	X	X		<p>Recognize, identify, compare and discuss the major schools of thoughts, design thinking and</p>	X	X	X	X	
Course Learning Outcomes Matrix	Research Papers/ Presentation	Short Writing Assignments	Quizzes and Exams	Project Presentations	Participati o														
<p>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)</p>	X	X	X	X															
<p>Recognize, identify, compare and discuss the major schools of thoughts, design thinking and</p>	X	X	X	X															

practical precedents that influence the contemporary 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 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)	X	X			
Analysis of major works of landscape	X	X	X	X	

<p>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>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>	X	X	X	
<p>Develop and generate infographic diagrams to illustrate connection and relations among historic and theoretic development in landscape architecture. (1a, 4b)</p>	X	X		X
<p>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)</p>	X	X		X X
<p>Commitment to professional conduct, attitude and deportment; to participation, collaboration and engagement. (4b)</p>	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 align the evaluation methods to the outcomes.\***

Alignment between evaluation methods and GE Learning Outcomes

	1a Writing	2b Analysis of creative work	4
Research Projects	<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>		R r c c e  p e p a e in
Short Writing Assignments	<p>Low stakes practice with the major elements of the research project. One of these can focus on appropriate language for distinct audiences.</p>		
Exams	<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>	
Participation			D p e d p in

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

Department/ College Required      This ECO is to RENUMBER LA3271 as LA2271 as directed by the GE


**ECO Information** Committee.  
**(Optional)**


## LA - 2261 - History I: History of Landscape Design


### C. Course - New General Education\* Updated

#### General Catalog Information

**\*\* READ BEFORE YOU BEGIN \*\***

Import curriculum data from the Catalog by clicking on the following icon . It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.

Turn the help text on by clicking on the following icon . All fields with an asterisk (\*) are required fields. If left blank, the request will not be launched and cannot be acted upon.

Run and attach an impact report by clicking  to show all courses and programs impacted by this proposal.

Attach additional documentation by clicking .

<b>Department *</b>	Landscape Architecture		
<b>Semester Subject Area *</b>	LA	<b>Semester 2261 Catalog Number *</b>	
<b>Quarter Subject Area</b>		<b>Quarter Catalog Number</b>	
<b>Course Title*</b> History I: History of Landscape Design			
<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>	1		



<p><b>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</b></p>	
<p><b>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)</b></p>	<p>LA 5261</p>
<p><b>Choose appropriate type(s) of course(s)*</b></p>	<p><input checked="" type="checkbox"/> Major Course  <input type="checkbox"/> Service Course  <input checked="" type="checkbox"/> GE Course  <input type="checkbox"/> None of the above</p>
<p><b>General Education Area / Subarea*</b></p>	<p style="text-align: center;">C1</p>

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

**I. Catalog Description**

<p><b>Catalog Description</b></p>	<p>An overview of historic developments of landscape architecture and environmental planning from prehistory to the industrial revolution. This course provides an overview of the human environment in its historical socio-cultural and biophysical context from ancient times to the industrial revolution and makes connections between the historical precedents and contemporary cultural form. Students will develop critical thinking in understanding how biophysical and socio-cultural factors influence human design of the environment, and how past cultural form influences current landscape architecture and environmental planning. In addition students will develop skills in analysis of landscapes and environmental design of different historical periods, library research, and written communication of ideas.</p>
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**II. Required Coursework and Background**

<p><b>Prerequisite(s)</b></p>	
<p><b>Corequisite(s)</b></p>	

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**Pre or  
Corequisite(s)**

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**Concurrent**

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### **III. Expected Outcomes**

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

#### **GE C1: Visual and Performing Arts (1a, 2b, 4b)**

The course presents an overview of landscape architecture and environmental planning history from pre-history through the industrial revolution to provide students with a thorough knowledge of the genesis of Western society's design ideas and cultural aesthetics, and how the design precedents found in earlier historical periods influence the present day world of cultural form. Human mediated landscape and environments are created in line with biophysical systems, and are designed as adaptations of the environment to reflect the socio-cultural needs of historical societies. In addition, the course provides a historical vocabulary of terms and cultural form important for students to have a thorough knowledge of landscape architecture and environmental planning. Land use, urban organization, public space and infrastructure (transportation, water, access to greenspace) are cultural design responses specific to the priorities of the various cultures that create them. This course offers an opportunity for students from other disciplines to experience and appreciate the history of their built environment at various scales, to understand the cultural and geographic contexts of their everyday landscape, and to appreciate the creativity and imagination of human interactions with the environment.

Upon successful completion of this course, students should have and develop:

**Knowledge**

- \* A general knowledge of landscape architecture and environmental planning through historical cultural forms and their historical context from ancient times through the industrial revolution. (GE requirements 2b, 4b)
- \* An in-depth understanding of how design aesthetics and characteristics of historical precedents apply to current design and cultural form. (GE requirements 2b, 4b)
- \* An understanding of the design principles and precepts of each time period and culture, and how they are derived from the bio-physical and socio-cultural context of the cultures. (GE requirements 2b, 4b)
- \* An analytical knowledge of how current and future issues in landscape design are influenced by the past as well as their socio-cultural and bio-physical context. (GE requirements 2b, 4b)
- \* Concepts, examples, and theories from landscape architecture to identify real world problems, construct original ideas, and draw conclusions for such problems. (GE requirements 1a, 2b, 4b)
- \* Fundamentals of research for critical and academic writing about landscape architecture, environmental planning and the built environment. (GE requirements 1a, 2b)

**Skills**

- \* Analyze major works of landscape architecture and environmental planning, to explain their significance in society. (GE requirements 1a, 2b)
- \* Analyze concepts and theories pertaining to the study of culture, economics, history, politics, or society in the context of landscape design. (GE requirements 1a, 2b)
- \* Evaluation of the historical development of diverse cultures and the role they play in shaping core institutions and practices of landscape architecture/environmental planning. (GE requirements 1a, 2b)
- \* Develop and generate a vocabulary and techniques to illustrate connection and relations among historic and theoretic development in landscape architecture. (GE requirements 1a, 4b)
- \* Research skills needed for the preparation of university assignments and reports, including the use of the library.
- \* The ability to communicate knowledge and insights by writing clearly and fluently, through the use and practice of writing skills in course assignments in preparation for report writing.
- \* The introduction of design skills in the design, layout and presentation of final research assignments and reports in order to communicate knowledge attractively and with interest.

**Values**

- \* Commitment to high standards of academic and design performance. (GE requirement 4b)
- \* Commitment to fair-use guidelines and principles of acknowledgement of intellectual property, and an understanding of how the academic world borrows, recognizes and credits 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.**

#### **PROGRAM OUTCOME EVALUATION**

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 teaches students to critically examine existing landscape architectural design and environmental planning as the result of prior human innovations and influence.

**1B. Foster a sense of responsibility in students, related to ecological, social, aesthetic and professional issues.**

The course clearly articulates the responsibility of students to understand the evolution and source of their ideas, and to understand that the past influences the present.

**1C. Provide students with a strong foundation in landscape architecture and environmental planning principles, including an understanding of form and space creation, and historical design processes.**

Teaches the use of design skills in the layout and presentation of reports and written information. The course also broadens students' schema of landscape architecture.

**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 creates an awareness of the impact of different cultures and geographies on landscape architecture and environmental planning in Western societies.

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

The course involves knowledge of the landscape and environments in their historical contexts, physical geography, planning and design.

**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 forms of communication, and introduction to significant historic landscapes that influence practice today.

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

**C1: Visual and Performing Arts (1a, 2b, 4b)**

Courses will enable students to experience and appreciate visual and performing arts in relation to the realms of creativity, imagination, visualization, and feeling that explore the meaning of what it is to be human. Courses shall include active participation in aesthetic and creative experience. Students will understand how disciplined, individual creativity and visualization could produce objects and models that are obviously useful or practical, and also clarify, intensify, and enlarge the human experience. Courses will provide a sense of the values that inform artistic expression and performance and their interrelationships with human society.

LA2261 History of Landscape Architecture and Environmental Planning I enables students to understand and appreciate the breadth of landscape architecture and environmental planning from prehistory to the industrial revolution, and illustrates how landscape design and planning at multiple scales illustrates the creativity and imagination of human societies. Students will develop the ability to think critically about how the built environment varies across cultures, and how it is influenced by both the biophysical and socio-cultural characteristics of each location and civilization. Assignments require critical evaluation of how built works both reflect and are influenced by economic, social, political, philosophical, and cultural factors including attitudes towards nature, and how human society expresses creativity and emotion in the design and planning of the landscape and environment.

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

**General Education Outcomes for GE Subarea C1:**

**Ia. Write effectively for various audiences**

\* Writing assignments target clarity of communication, writing style and types of communication forms that will best communicate to various audiences and how the communication of creativity and aesthetics can improve understanding in the general population, other professionals, and potential clients. Assignments will also require translation of culturally specific concepts and ideas to diverse audiences.

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

\* Historical examples of landscape architecture and environmental planning will be understood in a context of both localized creative influences and the historical precedents which inspire new cultural forms. Research assignments and essay exam questions, as well as class discussions provide opportunities for students to analyze historical works of landscape architecture and environmental planning in terms of the biophysical and socio-cultural factors which influence their design as well as the significance and influence of historic precedents that influence later creative works in landscape architecture and environmental planning.

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

\* Provides historical context for styles and precedents in the contemporary built environment, and will provide students with critical thinking abilities, and the basic aesthetic tools for appreciating landscapes and environmental design. Requires students to actively research their chosen precedents and applications through a range of materials and to critically assess the connections between past and present design. Develops the ability of students to visually assess the design components of their environment and landscapes and to understand the importance of creative endeavors in landscape architecture and environmental planning in improving the human experience and quality of life.

**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\***

**Required Text:**

Rogers, Elizabeth Barlow. (2001). Landscape Design: A cultural and architectural history. New York, NY: Harry N. Abrams.

**Plus other materials held online and in the Cal Poly Pomona library such as:**

\* Carroll, M. (1986). Earthly Paradises: Ancient Gardens in History and Archaeology. London, UK: British Museum Press.

\* Crosby, A. (2004). Ecological Imperialism: The Biological Expansion of Europe, 900-1900. Cambridge, UK: Cambridge University Press.

\* Hunt, JD. (2004). The Picturesque Garden in Europe. London, UK: Thames & Hudson.

\* Hunt, JD. (2012). A World of Gardens. London, UK: Reaktion Books.

\* Jellicoe, G. & Jellicoe, S. 1995. The Landscape of Man: Shaping the environment from prehistory to the present day. New York, NY: Thames and Hudson.

\* Littlewood, A. et al. (2002). Byzantine Garden Culture. Washington, DC: Dumbarton Oaks.

\* Morris, A. (1994). History of Urban Form: Before the industrial revolution. London, UK: Longman

\* Mumford, L. (1968). *The City in History: Its origins, its transformation, and its prospects*. New York, NY: Pelican Books.

\* Pollan, M. (2002). *The Botany of Desire: A plant's-eye view of the world*. New York, NY: Random House.

\* Pregill, P. (1999). *Landscapes in History*. New York, NY: John Wiley & Sons.

\* Rogers, E. (2001). *Landscape Design: A cultural and architectural history*. New York, NY: Harry N. Abrams.

\* Ruggles, D.F (2008). *Islamic Gardens and Landscapes*. Philadelphia, PA: University of Pennsylvania Press.

\* Taylor, P. (2006). *The Oxford Companion to the Garden*. Oxford, UK: Oxford University Press.

\* Thacker, C. (1985). *The History of Gardens*. Berkeley, CA: University of California Press.

\* Turner, T. (2005). *Garden History, Philosophy and Design, 2000 BC–2000 AD*. New York, NY: Spon Press.

\* Turner, T. (2010). *European Gardens: History, philosophy and design*. London, UK: Routledge

\* Turner, T. (2010). *Asian Gardens: History, beliefs and design*. New York, NY: Routledge.

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\***

Students will need textbooks, notebooks, hand drawing tools, laptop computers with software tools that can be used to edit text, data, presentation, and graphics such as MS Words, MS Excel, MS PowerPoint, Adobe Creative Suite etc. for this course. Refer to the syllabus for details.

#### **Textbook:**

Rogers, Elizabeth Barlow. (2001). *Landscape Design: A cultural and architectural history*. New York, NY: Harry N. Abrams.

Or other text selected by the instructor

## **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.

<b>Minimum College Facilities*</b>	<p>Smart classroom with projector/screen and A/V capacities.</p> <p>Smart Clicker</p> <p>ENV Digital Image Library</p>
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## **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\*** LA2261 History I: History of Landscape Design examines the historic developments and foundations of the profession of Landscape Architecture and Environmental Planning. More specifically, this course provides an overview of the designed environment in its socio-cultural and biophysical context, from prehistory to the present and makes connections between what has gone before and the current and future practice of Landscape Architecture/Environmental Planning. As an overview of history we will, of necessity, cover a large amount of material in the next sixteen weeks. The lectures and course readings will give you a general knowledge of the cultural and design aesthetics of the different periods of human civilization and place these in their historical context. As students interested in the development of our landscapes and environments you will need a thorough knowledge of the genesis of our society's design ideas and cultural aesthetics so, in particular, we will examine how the design precedents found in earlier historical periods influence the present day world of cultural form.

However, merely gaining a general understanding of landscape and environmental history is insufficient. Therefore, the 'general' nature of the lecture and general text readings portion of this course will be off-set by discussions based on readings, and by the opportunity in your course assignments to examine history and its impact on the present (and future!) in greater detail.

Topic 1: Introduction to Landscape History - **Sources and Filters of History. How do we 'see' and understand the past. What sources are available for us to understand past cultural landscapes? What filters influence our understanding of past landscape architecture and environmental planning? What influences our personal understanding as 21st century Americans of historic landscape and environmental forms in their culturally and biophysically specific context?**

Topic 2: Prehistory - **European Prehistory and Megalithic Designs: Human reactions to Nature - Henges, Barrows, Monoliths and Environmental scale interventions in the landscape (Stonehenge**



**complex, Carnac, Avebury, White Horse of Uffington, Caerne Abness Giant etc) - Western Hemisphere Prehistory – Environmental planning and interventions (Nazca Lines, Easter Island, Mound cultures, Pre-contact agricultural interventions)**

Topic 3: Mesopotamia and Egypt - **City Planning, Regional Planning, Monumental Design, and Environmental/Socio-Cultural Adaptations and Influences (Catal Hyuk, Sumer, Assyria, Babylon)**

Topic 4: Greece - **Regional Planning, City Design and Monumental Design and Environmental/Socio-Cultural Adaptations and Influences (Delphi, Athens, Olympia)**

Topic 5: Rome and it's Empire - **Design of an Empire (Imperial City Planning, Roman Engineering, Open Space Design)**

Topic 6: Persia/Islam/Moorish Design - **Pleasure and Beauty (Granada, Seville, Cordoba) Indian Design – Commemoration and Defense (Taj Mahal, Red Fort)**

Topic 7: Byzantine/Middle Ages - **Walls (City Planning, Military Engineering and Castle Design, Philosophy of Religion and Church Architecture)**

Topic 8: Italian Renaissance - **Socio-Cultural Influences and BioPhysical Factors of Italian Villa Culture and Urban Open Space Design**

Mid-Term Exam

Topic 9: French Renaissance/English Renaissance - **The Spread of Renaissance Ideas and Adaptation to Two different Socio-Cultural and Bio-physical settings**

Topic 10: Eighteenth Century Romantic Environmental Design/English Landscape School - **Changing Social and Political Structure and Knowledge/Philosophy of the 18th century and the Growth of English Identity in Environmental Design**

Topic 11: Impacts of the Industrial Revolution on Design Philosophies - **Design Aesthetics – The Exploratory Age/Gardenesque, Arts and Crafts Era, Art Nouveau, and Art Deco**

Topic 12: Social Impacts of the Industrial Revolution - **Public Health, Welfare and Urban Issues - Park Reform - Town and City Planning**

Topic 13: Cyclical Patterns of Landscape Architecture and Environmental Planning – **relevance to contemporary landscape architecture and planning**

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\***

The dominant modes of instruction for this course are the lecture and self-directed research and creative work. Some group discussion of short

required readings will also occur.

### **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.\***

Students' performance will be evaluated through library research assignment, precedent /application case study, research paper, written assignments, examination, quizzes, presentations, team projects or activities, participation and attendance. Following is a list of potential assignments that will be completed by students during the entire course.

Evaluation of students in this course will stress the development and improvement of research knowledge, the evolution of analytical skills, and the further development of communication ability.

Detailed assignment instructions will be provided.

Suggested weighting of assignments:

- \* Library Research 101 module completion and certificate: 5%
- \* Library Scavenger Hunt: 5%
- \* Research Projects: Historic Precedent/Application: 45%
- \* Mid-term Exam: 20%
- \* Final Exam: 20%
- \* Participation (discussion of readings): 5%

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

The key writing assignments involve critically articulating the relationship between a historic landscape design/environmental planning precedent and modern applications of those design principles.

1. In this assignment students will select one aspect of the history of landscape architecture considered to have been a significant precedent for subsequent expressions of landscape architecture, design and planning. Each individual student will choose a historical precedent to research for the first assignment. They describe the precedent, its context and history, and its design precepts/principles.

Precedents may be:

1. A particular built environment (a specific landscape, garden, park or public space)
2. A design philosophy (a concept, philosophy, movement, idea, or ideology that has influenced later gardens, parks and public spaces)
3. Personalities (great thinkers, designers or creators of landscape design)
4. Design typologies (forms of cultural expression that have significance in various times and places)

The assignment includes:

1. Historical context (i.e. background, place in history, significance and what preceded and followed it or them)
2. Description of site, personality or movement
3. Precepts/principles of design (i.e. spatial organization, design principles, guiding factors in the design, guiding principles or ideas, guiding intentions etc.)

This historic precedent will provide the basis for the subsequent written assignment and examination of the applications of the precedent that followed later in history.

Students submit an outline for this assignment prior to submittal for feedback. Feedback on the content and design of the Precedent Assignment is provided and students may resubmit for final grading. Feedback on the Precedent Assignment is useful for the Application/Case Study assignment.

2. The Historical Application/Case Studies assignment will allow students to examine the application of the design principles/precepts of the chosen historic design precedent to more recent designs. Again, the focus will be on both a description of these designs and an analysis of their design principles/precepts. Students may choose a historic precedent for an area of current landscape design/environmental planning they are particularly interested in. Students will connect their Historic Precedent to more contemporary examples of their design principles in order to understand the influence of historical landscape design and planning on later cultural forms.

Students submit an outline for this assignment prior to submittal for feedback. In addition, feedback from the first assignment is utilized to improve the Applications/Case Studies assignment. Students may choose to submit a draft of the assignment for feedback prior to final submittal.

3. Exams – Midterm and Final Exam short answer and essay questions require students to make connections both within and between cultures. Socio-cultural and biophysical factors that influence landscape design and environmental planning are the basis for students to examine the creative similarities and differences between cultures. Midterm exams are graded and commented on and returned to students to improve their performance on the Final exam.

**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.\***

***[Formatting of the original LA3261 ECO's Course Outcomes / Assignment Matrix was not preserved in Curriculog. Outcomes & Assignments HAVE NOT BEEN ALTERED 3/19/2018 LA Dept]***

Course Assessment

The course will be evaluated using the Department of Landscape Architecture's standard student course evaluation questionnaire. Course outcomes may also be subject to review by a team of faculty or local professionals.

Course Learning Outcomes Matrix Library Research Assignments  
Precedent/application case study Quizzes and Exams Project Presentations  
Participation 1a) Writing 2b) Major works 4b) Intellectual Growth

A general knowledge of landscape design and cultural form and their historical context from ancient times through the industrial revolution. (2b,

4b) X X X X X

An in-depth understanding of how design aesthetics and characteristics of a historical period apply to current design and cultural form. (2b, 4b) X X X X X X

An understanding of the design principles and precepts of each time period and culture, and how they are derived from the bio-physical and socio-cultural context of the cultures. (2b, 4b) X X X X X X

An analytical knowledge of how current and future issues in landscape design are influenced by the past as well as their socio-cultural and bio-physical context. (2b, 4b) X X X X X X

Integrate concepts, examples, and theories from landscape architecture to identify real world problems, construct original ideas, and draw conclusions for such problems. (1a, 2b, 4b) X X X X X

Fundamentals of historical research methods for critical and academic writing about landscape architecture, gardens, and the built environment. (1a, 2b) X X X X

Analyze major works of landscape architecture and garden design, to explain their significance in society. (1a, 2b) X X X X X X

Analyze concepts and theories pertaining to the study of culture, economics, history, politics, or society in the context of landscape design. (1a, 2b) X X X X X

Evaluation of the historical development of diverse cultures and the role they play in shaping core institutions and practices of landscape architecture. (1a, 2b) X X X X X

Develop and generate infographic diagrams to illustrate connection and relations among historic and theoretic development in landscape architecture. (1a, 4b) X X X X X

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 X

Commitment to professional conduct, attitude and deportment; to participation, collaboration and engagement. (4b) X 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 align the evaluation methods to the outcomes.\***

Alignment between evaluation methods and GE Learning Outcomes

1a Writing 2b Analysis of creative work 4b Cultural growth

**Library Research Assignment:** Students will receive feedback on their Library Research Assignment/Scavenger Hunt from both the Library system and from the instructor. Scavenger Hunt evaluation includes consideration of communication and aesthetic information design and exposes students to a range of culturally diverse materials on landscape architecture and environmental planning. Through accessing a range of materials in the library, students will be exposed to various historical and contemporary materials.

**Precedent/application case studies:** 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. Research projects will require critical reflection on aesthetic concepts and comparison to other

examples.

**Exams:** Students will receive written feedback on their midterm exam which can be applied to their final exam performance. Exams include visual identification questions, short answer questions and essay questions. Short answer questions require students to make connections within cultures to influences on landscape design and environmental planning. Essay questions require students to make connections across cultures. Exams require students acquire a visual vocabulary of cultural form as well as an in depth understanding of the factors influencing design both within and across cultures

**Participation:** Short assigned readings will be assigned to be discussed in class. Creative understanding of the influences on landscape and environmental planning is required. Discussions will be the primary means for exploring cultural differences in perception and interpretation

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

**Department/  
College Required  
ECO Information  
(Optional)**

This ECO is to RENUMBER LA3261 (approved as C1) into LA2261 per direction of the GE Committee.