CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-008-178

LA2771 – Environmental Design Theory

General Education Committee   Date: 04/11/2018

Executive Committee
Received and Forwarded
                                                     Date: 04/18/2018

Academic Senate

                                                     Date: 05/02/2018
                                                              <u>First Reading</u>

BACKGROUND:

This is a new GE course and it was originally submitted with an upper division number, 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. This course was in the process of being submitted to the Executive Committee when the Senate approved the document. The course was, therefore, recalled for renumbering.

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed this course and found it to satisfy the requirements of GE Area C2.

RECOMMENDATION:

The GE Committee recommends approval of GE-008-178, LA 2771: Environmental Design Theory for GE Area C2.

LA - 2771 - Environmental Design Theory

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 🗇.

Department*	Landscape Architecture

Semester Subject Area*	LA	Semester Catalog Number*	2771
Quarter Subject Area	LA	Quarter Catalog Number	3771

Course Title*	Environmental Design Theory

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)	LA5772

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

General Education Area / Subarea*	C2

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	Theories influencing the design and understanding of inhabited places and landscapes. Provides critical perspectives for evaluating the built environment based on design theories, urbanism(s), aesthetics, evolutionary preferences, technological systems, and ecosystem frameworks. Fulfills General Education C2: Philosophy and Civilization 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.*	Students will have the follow skills upon successful completion of the course:

Knowledge

> What is theory and how it differs from philosophy (GE requirements 1d, 2b, 3b)
>
> Basics of design theory, ecosystem/ecological theory, urbanism(s), and evolutionary psychology. (GE requirements 1c, 2b, 3b)
>
> Fluency in contemporary landscape architectural and urbanism discourse and criticism. (GE requirements 1a, 1d, 2b, 3b)

Skills

> Application of key theories to design problem solving and interpretation of the built environment. (GE requirements 1d, 2b, 3b)
>
> Critically evaluate of a body of research or project to identify the underlying theoretical framework. (GE requirements 1c, 1d, 2b, 3b)
>
> Critical evaluation of an author's research and writings, to identify and articulate the author's position, weaknesses in the argument, etc. (GE requirements 1a, 1c, 1d, 2b, 3b)

Value

> Value quality research and design that reflects substantial preparation, an appropriate approach, and impact on the profession and the public. (GE requirements 1c, 1d, 2b, 3b)

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 focuses on critical thinking skills related to theory and integration, and the application of theory to design decision-making.

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. The examination of a range of theories and their application to design process and outcomes.

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.
Exposure to theory as a generalized tool for understanding complex relationships and processes.

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.
Exposure to theory as a generalized tool for understanding complex relationships and processes.

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

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.	LA2771 provides the theoretical frameworks for understanding contemporary landscape architecture, garden design, and the built landscape. Bridging between aesthetics, literary theory, scientific theories (ecology, evolutionary psychology), and others to provide critical tools for evaluating the built landscape for both pragmatic and cultural values. In other words, this is where the philosophies of landscape architecture meet the road of civilization. What makes landscape theory unique among the other GE C2 courses is how the complex concepts are explored in the complexity of the anthropogenic environment.
Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*	1a) Successful critical writing and theoretical exegesis requires careful attention to the audience and use of language. 1c) Criticism and evaluation of design requires substantial research, and selection of appropriate references. As theories are best explained by the connections with other concepts and theories, citations and annotations are essential part of critical writing. 1d) Criticism is logic, so students will need to base their critical narratives on a solid foundation of fact and precedents. 2b) The seminal theoretical writings for the discipline of landscape architecture are themselves majors literary works that we'll be connecting to major works of landscape architecture and garden design, as we explore the significance of landscape practice in society. 3b) Contemporary landscape architecture is fully engaged in addressing societal challenges at the local and global scale, so contemporary landscape theory is enmeshed in defining value systems and priorities. The LA department at Cal Poly has a long and illustrious history at the forefront of this disciplinary dialog.

General Education Outcomes*	Ia. Write effectively for various audiences
	Ic. Find, evaluate, use, and share information effectively and ethically.
	Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
	IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.
	IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

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*	LA2771 will utilize selections from these texts and others as determinined by instructor.
	Balling, J.D. and J.H. Falk. (1982). 'Development of Visual Preference for Natural Environments'. *Environ. & Behavior* 14(1): 5-28.
	Calvino, Italo. (1978). *Invisible Cities*. Boston, MA: Harcourt
	Conrad, U. (1975). *Programs and Manifestoes in 20th-Century Architecture*. Boston, MA: MIT Press.
	Corner, J. (1999). *Recovering Landscape: Essays in contemporary landscape architecture*. New York, NY: Princeton Architectural Press.
	Corner, J. & Hirsch, A. (2014). *The Landscape of Imagination: Collected essays of James Corner 1990-2010*. New York, NY: Princeton Architectural Press.
	Deleuze, G. & Guattari, F. (1987). *A Thousand Plateaus: Capitalism and schizophrenia*. Minneapolis, MN: University of Minnesota Press.
	DeLuze, R. & Elkins, J. (2007). *Landscape Theory*. New York, NY: Routledge.
	Dramstad, W., Olson, J. D., & Forman, R. T. (1996). *Landscape Ecology: Principles in landscape architecture and land-use planning*. Washington, DC: Island Press.

Francis, M. (1990). *The Meanings of the Garden*. Cambridge, MA: MIT Press.

Gage, M. (2011). *Aesthetic Theory: Essential texts for architecture and design*. Boston, MA: Norton

Garrard, G. (2011). *Ecocriticism*. New York, NY: Routledge.

Jackson, J. (1986). *Discovering the Vernacular Landscape*. New Haven, CT: Yale University Press.

Kaplan, R., Kaplan, S. & Ryan, R. (1998). *With People In Mind Design and Management of Everyday Nature*. Washington, D.C: Island Press.

Koolhaas, R & Mau, B. (1995). *S M L XL*. New York, NY: Monacelli Press.

Mitchell, W. (2002). *Landscape and Power*. Chicago, IL: University of Chicago Press.

Reed, C. (2014). *Projective Ecologies*. Barcelona, SP: ACTAR.

Reiser, J. (2006). *Atlas of Novel Tectonics*. New York, NY: Princeton Architectural Press.

Shepard, P. (2002). *Man in the Landscape: A historic view of the esthetics of nature*. Atlanta, GA: University of Georgia Press.

Swaffield, Simon, ed. (2002). *Theory in Landscape Architecture: A reader*. Philadelphia, PA: University of Pennsylvania Press.

Tuan, Y. (1990). *Topophilia: A study of environmental perception, attitudes, and values*. New York, NY: Columbia University Press.

Waldheim, C. (2006). *Landscape Urbanism Reader*. New York, NY: Princeton Architectural Press.

Wrede, S., & Adams, W. H. (1991). *Denatured Visions: Landscape and culture in the twentieth century*. New York, NY: Museum of Modern Art.

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 with wordprocessing and graphic editing software [Access to a] digital camera Internet access Notebook & writing instrument iClicker

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 movable chairs (without tablet arms) and tables iClickers CPP Library

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*

Recommended topics and sequence for LA2771:

Topic 1	Introduction
	What is theory? How is theory developed? Types of theory How is theory used?

Curriculog

	Origin of 'Landscape' concepts and terms
Topic 2	Human evolution & landscape preference and perception Prospect / refuge Legibility, coherence, complexity, mystery Safety, fear, and perception Aesthetics, ecology and perception
Topic 3	Eidetics Non-visual perception
Topic 4	Health and therapeutic design Motivating behavior change The elderly Children's development
Topic 5	The relationship between research and design
Topic 6	Landscape ecology, ecological theories, ecorevelatory, and Gaia theory
Topic 7	Urbanisms Landscape urbanism Ecological urbanism New urbanism Guerilla urbanism
Topic 8	Landscape meanings: eastern and western philosophies
Topic 9	The language of landscape and narratives
Topic 10	Place, place making, place identity
Topic 11	Emerging theories & interdisciplinary applications

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 and assignments: 25%

Research project: 25%

Mid-term: 20%

Final exam: 20%

Participation in class discussions/group exercises: 10%

Grades will be determined as follows:

The following is the grading system for the University and the system that is in effect for this course:

A	Superior Work: Indicates originality and independent work and a thorough mastery of the subject matter/skill; achievement so outstanding that it is normally attained only by students doing truly exemplary work.
B	Very Good Work: Indicates clearly better than adequate competence in the subject matter/skill; achievement of quality higher than adequate, but not of exemplary quality.
C	Adequate Work: Indicates that classroom work, outside assignments, and examinations have been completed at a level indicating adequate competence in the subject matter/skill.
D	Minimally Acceptable Work: Indicates achievement which meets the minimum requirements of the course, but at a level indicating less than adequate competence in the subject matter/skill.
F	Unacceptable Work: Indicates achievement that fails to meet the minimum requirements of the course and is clearly below university quality; not a passing grade.

Describe the meaningful writing assignments to be included.*

Short writing exercises (suggested):

One page synopsis of a theory with an infographic depiction of the visual/aesthetic implications of the theory.

One page manifesto based on the interpretation of a theory.

Per the instructor.

Research/term paper:

A 10-page term paper providing a critical evaluation of major work of landscape architecture focusing on exploring the theoretical framework and concepts. Includes: identifying historical precedents and their influence on the evolution of the theoretical framework, aesthetics, discussion of the impact the theoretical framework had on the design, description of the historical/economic/cultural context, and biographic information about the designers.

The instructor (and peers) will provide feedback and work with the students to improve the writing.

Students will prepare a 5-minute visual and oral presentation based on this paper.

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.*

Course Learning Outcomes Matrix

	Short Projects	Research Project	Exams	Partici-pation	1a) Writing	1c) Research	L
What is theory and how it differs from philosophy.	X		X	X			
Basics of design theory, ecosystem/ecological theory, urbanism(s), and evolutionary psychology.	X	X	X			X	
Fluency in contemporary landscape architectural and urbanism discourse and criticism.	X	X	X	X	X		

Application of key theories to design problem solving and interpretation of the built environment.	X	X	X			
Critically evaluate of a body of research or project to identify the underlying theoretical framework.	X	X	X			X
Critical evaluation of an author's research and writings, to identify and articulate the author's position, weaknesses in the argument, etc.		X	X	X	X	X
Value quality research and design that reflects substantial preparation, an appropriate approach, and impact on the profession and the public.	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.*

Assessment Methods & GE Learning Outcomes Matrix

Alignment between evaluation methods and GE Learning Outcomes

	1a) Writing	1c) Research	1d) Logic	2b) Creative work	3b) Challenges
Short Projects	These assignments will establish the basics of writing for		These projects explore the logic of differing theories	The best theories are major literary works.	Assignments encourage students to analyse sociasl issues, value systems, etc.

	diverse audiences.				
Research Project/Term Paper	Writing the term paper covers all the GE Learning outcomes.				
Exams & Quizzes	Questions can be designed to include identifying language appropriate for distinct audiences.			Many of the questions will require students to identify specific theories and discuss the context for their development	This will be covered in their analytical responses.
Participation	Discussions will connect readings and topics to all the GE Learning Outcomes				

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

Department/ College Required ECO Information (Optional)	This ECO is to RENUMBER LA3771 as LA2771 per direction of the GE Committee.