

LARC 160 INTRODUCTION TO LANDSCAPE ARCHITECTURE

Landscape Architecture Program, University of Maryland

SYLLABUS FIRST EDITION, August 30, 2010

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“I have all my life been considering distant effects
and always sacrificing immediate success and
applause to that of the future.”

- *Frederick Law Olmsted*

The Chesapeake Project: Following a two-day workshop that highlighted the need for incorporation of sustainability issues in the curriculum, this course was revised to place a greater emphasis on environmental, social and economic sustainability in the Chesapeake Bay Watershed.

Class Time:

M & W 12:00-12:50, 1400 Marie Mount Hall

Discussion Groups: (begin the week of September 13-17)

0101 Tu.....11:00am-11:50am (PLS 1158): Wei Xing
0102 Tu.....12:30pm- 1:20pm (PLS 1172): Wei Xing
0103 W.....10:00am-10:50am (PLS 1158): Thomas Muller
0104 W.....11:00am-11:50am (PLS 1158): Thomas Muller
0105 Th.....11:00am-11:50am (PLS 1172): Allison Palmer
0106 Th.....12:30pm- 1:20pm (PLS 1172): Allison Palmer
0107 M.....11:00am-11:50am (PLS 1162): Wei Xing
0108 F10:00am-10:50am (PLS 1164): Sarah Watling
0109 F11:00am-11:50am (PLS 1164): Sarah Watling

U. S. Capitol Grounds, Frederick Law Olmsted, 1873



Teaching Assistants / e-mail addresses:

Allison Palmer / allison.water@gmail.com

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Thomas Muller /

Sarah Watling /

Blackboard: www.elms.umd.edu

(201008_LARC160_jack)

The following will be available on Blackboard:

- Announcements
- Syllabus (and updates)
- Documents (Readings, Lecture Presentations)
- Assignments (Design Journal and Design Response)
- Grades

Textbook

Required text: John Ormsbee Simonds and Barry W. Starke, *Landscape Architecture, FOURTH Edition, A Manual of Environmental Planning and Design*, McGraw-Hill, 2006.

Readings

Excerpts from the following sources are required reading and will supplement the required text for the course. All readings are available on Blackboard.

- Horton, Tom. "The Bay Connects Us, the Bay Reflects Us" from *Turning the Tide, Saving the Chesapeake Bay*. Island Press, 2003.
- Laurie, Michael. "The Garden in History" from *Introduction to Landscape Architecture*. Elsevier Press, 1986.
- Lynch, Kevin and Gary Hack. "The Site" from *Site Planning*. MIT Press, 1986.
- McHarg, Ian. "Introduction" and "The Plight" from *Design with Nature*. Doubleday, 1969.
- Meining, D.W. "The Beholding Eye: Ten Version of the Same Scene" from *The Interpretation of Ordinary Landscapes: Geographical Essays*. Oxford U. Press, 1979.
- Moore, Charles, William Mitchell and William Turnbull. "The Designer's Place" from *The Poetics of Gardens*.
- Reps, John. "Washington: The Founding and the Founders" from *Monumental Washington: The Planning and Development of the Capital Center*. Princeton University Press, 1967.
- Tuan, Yi-Fu. "Thought and Landscape: The Eye and The Mind's Eye" from *The Interpretation of Ordinary Landscapes: Geographical Essays*. Oxford U. Press, 1979.

Optional/Additional Readings:

In addition to the readings listed above, the following readings will give further insight into the issues and concerns of landscape architecture:

- Birnbaum, Charles. *Pioneers of American Landscape Design*. McGraw Hill, 2000.
- Corner, James, ed. *Recovering Landscapes. Essays in Contemporary Landscape Architecture*. Princeton Architectural Press, 1999.
- Church, Thomas. *Gardens are For People*, 3rd edition, University of California, 1995.
- Garvin, Alexander. *The American City: What Works, What Doesn't*. McGraw-Hill, 1996.
- Jackson, J.B. *Landscapes*. MIT Press, 1980.
- Newton, Norman. *Design on the Land*. Cambridge: Belknap Press, 1971.
- Pregill, Phillip and Nancy Volkman. *Landscapes in History*. Wiley and Sons, 1999.
- Rogers, Walter. *The Professional Practice of Landscape Architecture*, Van Nostrand, 1997.
- Rybczynski, Witold. *A Clearing in the Distance: Frederick Olmsted and America in the Nineteenth Century*, Scribner, 1999.
- Spirn, Anne Whiston. *The Granite Garden*. New York: Basic Books, 1984.
- Swaffield, Simon. *Theory in Landscape Architecture*. Philadelphia: University of Pennsylvania Press, 2002.
- Thayer, Robert. *Gray World, Green Heart*. Wiley and Sons, 1994.
- Tishler, William, ed. *American Landscape Architecture*. Designers and Places, Preservation Press, 1989.

Scope and Objectives

Landscape architecture addresses issues that range from regional planning and urban design to the specific details pertaining to small gardens. The class examines the challenges that arise and the opportunities that are presented when human beings make their imprint on the land. It studies the wide-ranging efforts in the field of landscape architecture, which is the art and science of planning, designing, and managing the land. While examining landscape architecture's influence upon places inhabited by people, students will become aware of the relationship between man and nature, and the potential for landscape architecture to transform the environments in which humans live, work, and play.

Course Organization

The course has four major units of study. The course first introduces the primary elements of landscape architecture and examines the ways of looking at landscape based upon the individual's unique perspective. Second, the course will examine the context and history of landscape architecture, with focus on the natural and urban design contexts of the Washington, D.C. and Chesapeake Bay region. Several major works of landscape architecture will be highlighted. Third, students will learn about the tools, methods and materials of landscape architecture, which include land analysis, site planning, site development, plants, paving materials, water, and other elements that structure and organize designed landscapes. Fourth, students will learn about various practices in landscape architecture, including land stewardship, ecological design ,

urban planning, private gardens and institutional landscapes, community design, campus planning and design, and the preservation of historic landscapes. Invited guest lecturers will introduce new material and complement the course instructor's lectures. Throughout the course, excellent examples of landscape architecture will be featured to coincide with the focus study areas.

Students enrolled in this course will:

- Learn the breadth of issues addressed in the field of landscape architecture;
- Develop an understanding of the vocabulary of landscape architecture;
- Analyze and identify design principles and methods that structure and shape outdoor space;
- Understand the relationships between natural processes and human interventions;
- Observe, record and analyze designed landscapes, and identify the design organization of landscapes through keeping a personal Design Journal;
- Investigate the designed and natural settings of the Washington, D.C. area and Chesapeake Bay region;
- Study historic precedents that inform landscape design;
- Examine humans' changing attitudes towards nature;
- Review current endeavors by regional landscape architecture professionals;
- Learn materials and tools employed by landscape architects in design.



Meridian Hill Park, Washington, DC (left)

Course Requirements and Expectations – READ ALL OF THIS CAREFULLY.

The course requires students to attend two weekly lectures, to participate actively in a weekly discussion group, to prepare responses in advance of the weekly discussion, to keep a Design Journal, to prepare a Design Response, and to complete two examinations.

Discussion Group (30% of grade: Participation and Responses)

Discussion group allows time for further critical thinking about the course readings and topics presented in class, as well as to apply the theory to

settings on the College Park campus and its environs. Students are asked to respond to readings, share observations, or make a presentation (with prior arrangement) during the sessions. Unless noted otherwise, advance preparation of each week's discussion questions is required. Some responses will be submitted to the discussion group leader for review. **No credit is earned for unexcused late work.**

Students earn the discussion group score as follows: one-half of the discussion grade is based on student's interaction in the group, and the other half is based on the student's prepared responses to the assignments. **Attending, but not speaking, will earn a student a score of "C" for participation.** Missing more than three (3) discussion sessions will result in a score of "F" for the participation portion of the discussion group grade.

Design Journal (20% of grade)

The Design Journal documents the student's discovery of landscape architecture in his/her everyday settings. The Design Journal should be used as a place to reflect upon the benefits of and limits to landscape architecture. Each student's Journal should include entries that further his/her study of landscape architecture, including sketches, photographs with captions, magazine clippings, details of constructed landscapes (plants, paving, fountains, lighting, etc.), maps, photographs, post cards, rubbings, and other

souvenirs of places visited that have informed his/her understanding of landscape architecture. Specific requirements of the Design Journal are posted on Blackboard and the website and students are expected to **make a MINIMUM of two journal entries each week for 10 weeks (20 entries)**.

Design Response (15% of grade)

Students will prepare a design response to a design problem for the hypothetical re-design of a place on the College Park campus. Students will respond based on readings, observations, and lectures from the semester. The Design Response will be evaluated for the integration of the design methods and principles discussed in the class, rather than for the quality of the student's design. Specific requirements of the Design Response will be posted on the Assignments tab of the course website.

Exams (35% of grade)

Two exams will occur during the semester. Exams will cover material from both the lectures and from the readings. The final exam date is firm and is the only opportunity to sit for the exam. **Failing to appear for either the mid-term or the final exam will result in a score of "0"**. There will be no make up exams given without a documented medical excuse. It is the student's responsibility to know the date, time, and place of the final exam, as these are established by the University of Maryland, and are not established by the professor.

Course Schedule and Readings All readings should be done prior to the lecture date listed. Discussion worksheets and assignments will be posted to Blackboard (www.elms.umd.edu) in advance. Materials will also be posted on the course website is <http://www.larch.umd.edu/classes/larc/LI60/pageone.html>. *No password is required.*



*Women in Military Service Memorial (left)
View towards Washington across Memorial Bridge*

Exceptional Local Landscapes: The Washington, DC area benefits from many well-designed gardens, monuments, and sites that have been influenced by landscape architects. Over the course of the semester, students should visit several gardens and public spaces, and must include observations from at least one of these in their Design Journal. These are within 30-45 minutes of campus and most have no admission fee, unless noted.

- Dumbarton Oaks Gardens (check hours www.doaks.org, \$5 student admission, Georgetown)
- Franciscan Monastery (<http://www.myfranciscan.org/>, 1400 Quincy Street, NE, Washington, DC)
- Franklin D. Roosevelt Memorial (West Potomac Park at Tidal Basin, Washington, DC)
- Hirshhorn Museum and Sculpture Garden (National Mall, Washington, DC)
- Kenilworth Aquatic Gardens (Anacostia Avenue, NE, Washington, DC)
- Meridian Hill/Malcom X Park (16th & W Street, NW, Washington, DC)
- Museum of the American Indian Grounds (4th and Independence Avenue, SW, Washington, DC)
- The National Arboretum (New York Avenue, NE, Washington, DC)
- National Cathedral Bishop's Garden and Grounds (Wisconsin Avenue, NW, Washington, DC)
- National Gallery of Art Sculpture Garden (National Mall at 7th Street and Constitution Avenue, DC)
- Pershing Park (at Willard Hotel, Pennsylvania Avenue, Washington, D.C.)
- The National Zoo (Cleveland Park Metro station), Washington, DC
- The Vietnam Veterans' Memorial (Constitution Avenue near 22nd Street) Washington, DC
- Women in Military Service Memorial (Arlington Cemetery Metro Station)

PART 1: Foundation and Discovery

WEEK 1: No Discussion Group meeting

Monday, August 30: Introduction and Course Objectives

American Society of Landscape Architects (www.asla.org). Look up information about the profession and be prepared to discuss what you have learned in the first discussion meeting during the week of September 13-17.

Wednesday, September 1: Defining Landscape

Simonds & Starke, Chapter 1 “The Human Habitat” and Chapter 2 “Climate”

WEEK 2: No Discussion Group meeting: **Discussion Session 1** to be completed and e-mailed to TA

Monday, September 6: Labor Day holiday: No class meeting

Wednesday, September 8: Elements of Landscape: Land and Water

Simonds & Starke, Chapter 3 “Land” and Chapter 4 “Water”

WEEK 3: Discussion Session 2: Landscape Architects as Stewards of the Land

Monday, September 13: Terminology and Elements of Landscape

Simonds & Starke, Chapter 5 “Topography”, Chapter 6 “Landscape Character”, and Chapter 7 “Vegetation”

Wednesday, September 15: Perceiving and Assessing the Landscape

D.W. Meining, “The Beholding Eye: Ten Versions of the Same Scene.” (Blackboard)

Yi Fu Tuan, “Thought and Landscape: The Eye and the Mind’s Eye.” (Blackboard).

PART 2: Context and History

WEEK 4: Discussion Session 3: Interpreting Landscape: Considering The Chapel Landscape

Monday, September 20: Landscape Architecture Trends and Movements, part 1

Michael Laurie, “The Garden in History,” pp. 15-36. (Blackboard)

Wednesday, September 22 : Landscape Architecture Trends and Movements, part 2

Michael Laurie, “The Garden in History,” pp. 36-59. (Blackboard)

WEEK 5: Discussion Session 4: Reading the College Park Landscape

Monday, September 27: Landscape Architecture Trends and Movements, part 3

Charles Moore, “The Designer’s Place,” from *The Poetics of Gardens*, pp. 12-35. (Blackboard)

Wednesday, September 29 : Chesapeake Bay Watershed Challenges and Responses

Tom Horton, Chapter 1 “The Bay Connects Us, The Bay Reflects Us” from *Turning the Tide*, pp. 28-43. (Blackboard)

WEEK 6: No Discussion Group meeting

Monday, October 4: Exam #1 (Midterm Exam)

Wednesday, October 6: Regional Focus: Washington’s Design Legacy

John Reys, “Washington, The Founding and the Founders,” pp. 1- 25. (Blackboard)

PART 3: Designed Landscapes: Making Plans Reality

WEEK 7: Discussion Session 5: The Cultural and Regional Landscape of the Chesapeake Bay

Monday, October 11: Shaping and Forming Outdoor Space: Design Influences

Simonds & Starke, Chapter 11 “Site Volumes” and Chapter 12 “Visible Landscape”

Wednesday, October 13: Human Behavior and Landscape Design
Simonds & Starke, Chapter 15 “Habitations”

WEEK 8: Discussion Session 6: Behavioral Factors Exercise. **Meet in Hornbake Plaza.**
Bring felt tip marker or colored pencils.

Monday, October 18: Human Behavior and Landscape Design
Film: *Social Life of Small Urban Spaces*, William H. Whyte

Wednesday, October 20: Site Analysis and Site Planning
Simonds & Starke, Chapter 8 “Site Planning” and Chapter 9 “Site Development”

WEEK 9: Discussion Session 7: Site and Garden Design Exercise - Part 1

Monday, October 25: Grading and Drainage: Reading and shaping the land—the process
Simonds & Starke, Chapter 13, “Circulation”, and Chapter 14, “Structures”

Wednesday, October 27: Grading and Drainage: Shaping the land—a sculptural approach

WEEK 10: Discussion Session 8: Site and Garden Design Exercise - Part 2

Monday, November 1: Plants in the Landscape: Horticulture, Architecture & Engineering
Simonds & Starke, Chapter 10 “Landscape Planting”

Wednesday, November 3: Plants and Low Impact Development

PART 4: Landscape Architecture Practice

WEEK 11: **DESIGN JOURNALS DUE IN CLASS ON MONDAY, APRIL 6**

Monday, November 8: Housing and Planned Communities
Simonds & Starke, Chapter 15, “Habitations”, and Chapter 16 “Community Planning”

Wednesday, November 10: Campus Planning and Design

WEEK 12: Discussion Session 9a: Community and Recreation Design, Part I

Monday, November 15: Contemporary Garden Design

Wednesday, November 17: Arboreta and Botanical Gardens
Simonds & Starke, Chapter 21 “Perspective”

WEEK 13: Discussion Session 9b: Community and Recreation Design, Part II

Monday, November 22: Exploring the Art of Landscape Architecture

Wednesday, November 24: Sustainability in Landscape Architecture

WEEK 14: Discussion Session 10: Sustainable Design in Landscape Architecture

Monday, November 29: Historic Landscape Preservation and Interpretation

Wednesday, December 1: Public Service in Landscape Architecture

WEEK 15: No Discussion Section. **DESIGN RESPONSE DUE IN CLASS Monday, December 7**

Monday, December 6: Scholarship of Engagement: The Education of the Landscape Architect
Wednesday, December 8:

WEEK 16: Last classes and Finals Week: No Discussion Section meetings

Monday, December 13: Review for Final Exam

Friday, December 17: Final Exam, 8:00am-10:00am, 1400 Marie Mount Hall

Attendance Policy <http://www.testudo.umd.edu/soc/atedasse.html>

The University expects each student to take full responsibility for his or her academic work and academic progress. The student, to progress satisfactorily, must meet all of the requirements of each course for which he or she is registered. Students are expected to attend classes regularly, for consistent attendance offers the most effective opportunity open to all students to gain command of the concepts and materials of their courses of study.

It is the policy of the University to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of University authorities; and compelling circumstance beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. **Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.**

The make-up assessment or substitute assignment must be at a time and place mutually agreeable to the instructor and student, cover only the material for which the student was originally responsible, and be at a comparable level of difficulty with the original assessment. In the event that a group of students requires the same make-up assessment or substitute assignment, one time and place may be scheduled. The make-up assessment or substitute assignment must not interfere with the student's regularly scheduled classes or in-class final examination.

In cases of dispute, the student may appeal to the chair, the director or the dean of the department, non-departmentalized school or college offering the course within one week from the date of the refusal to schedule a make-up assessment. In those instances where the instructor is the chair, director or dean, the appeal shall be made to the next higher administrative officer, whose decision shall be final.

The student must notify his or her instructor of the reason for absence as soon as possible. Where the reason for absence from a scheduled assessment is known well in advance (for example, in cases of religious observance or participation in university activities at the request of University authorities), the student must inform the instructor by the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before conclusion of the final examination period may result in loss of credits during the semester. Where the reason is not known well in advance (for example, in cases of illness or compelling circumstances beyond the student's control), the student must inform the instructor as soon as the reason develops, or as soon as possible after its development.

Religious Observance: Attendance and Academic Assignments

The University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" provides that students should not be penalized because of observances of their religious

beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.

It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Academic Integrity

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu> and www.umd.edu/honorpledge.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments:

"I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)".

Grading Policy

Late Work: Late work will not be accepted unless it qualifies as Excused (See: guidelines provided in Attendance Policy). All assignments are due at the date and time indicated. Students should consult the course schedule to be aware of their responsibilities.

Concerns about Grades: Students with a concern about their grades are encouraged to schedule an appointment with the Teaching Assistant or the Instructor during office hours.

Grade Scale: For the purposes of internal course grade calculation, the following minimum grade values will be used:

A+ = 100 (Extraordinary)	A = 95.0 (Outstanding)	A- = 91.5
B+ = 88.5	B = 85.0 (Above Average)	B- = 81.5
C+ = 78.5	C = 75.0 (Average)	C- = 71.5
D+ = 68.5	D = 65.0 (Below Average)	D- = 61.5
F = Below 60.0 (Failing)	I = Incomplete (See also: Excused Absences)	
XF- From the University web site: denotes failure due to academic dishonesty.		

See <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1534> for more information on the marking system at Maryland.

Early warning grades will be submitted for those undergraduate students who are newly enrolled at Maryland. These grades are an important component of our retention efforts as they provide timely feedback to those students who are unfamiliar with our academic expectations. Faculty may submit a letter grade or "satisfactory/unsatisfactory" (S/U) marks. For Fall 2009, early warning grades are due by 9:00 p.m. on Thursday, October 8,

F- From the University web site: denotes failure to understand the subject and unsatisfactory performance. A mark of F is assigned a value of 0 quality points per credit hour.