UNIVERSITY OF CALGARY
SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

Winter 2021

Course Number	LAND 600	Classroom	Zoom platform
Course Name	Landscape Architecture History and Theory		
Pre/Co-Requisites			
Instructor	Dr. Enrica Dall'Ara	**Office Hours/Location**	by appointment / via Zoom
	Email: enrica.dallara@ucalgary.ca		Phone: /
Class Dates	Mandatory real-time Zoom classes: Thursdays, Jan 11 – April 15, 09:00 – 12:00 Asynchronous assignments due dates: see Section 'Topic Areas & Detailed Class Schedule'		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours		
Name and Email of Teaching Assistant(s)	N/A		

Course Description

An introduction to the history, theory and contemporary issues of landscape architecture. Develop a critical awareness of major conceptual frameworks, and the socio-political contexts in which they developed, both conceptually and in realized projects (https://www.ucalgary.ca/pubs/calendar/current/landscape-architecture.html).

TEACHING APPROACH

The course is designed to provide a theoretical education in the field of Landscape Architecture, focusing on analysis and interpretation of historical and contemporary theories and projects. The study of history is conceived as a fundamental tool to acquire a critical knowledge, and design skills that will be further developed in the landscape architecture studio sequence, which follows in the Master's Program. The course is divided into the following two broad topic areas: (1) LANDSCAPE ARCHITECTURE HISTORY, and (2) MODERN LANDSCAPE ARCHITECTURE AND CONTEMPORARY VOICES. Each topic area will be subject of Lectures by the instructor or a guest speaker, and of Assignment(s). For further detail, see Section Topic Areas & Detailed Class Schedule.

CONTENTS AND ACTIVITIES

UNIT 1 - LANDSCAPE ARCHITECTURE HISTORY

- **Lectures**
  - Glossary. *Landscape Architecture*: Definition(s) of the discipline
  - Cultures of the Ancient World
  - The Middle Ages and the concept of *Hortus Conclusus*
  - Italian Renaissance
  - Classicism and Picturesque
  - Public Parks. Origins and evolution in Europe and North America

- **Highlights** (Assignment/Assessment #1)
  Class discussion on readings and lectures' contents, supported by previous individual highlights writing and presentation.

- **Functions, forms, and meanings** (Assignment/Assessment #2)
  Investigation on a historic garden or traditional landscape, interpreting the relationships between functions, forms and meanings. Each student will focus on a context selected from their origin or residency country (or cultural background), and will present it to the class for further discussion. The work will include an interpretive representation of the selected garden/landscape by means of plan diagram(s) based on figure/ground technique (Individual work).

UNIT 2 – MODERN LANDSCAPE ARCHITECTURE AND CONTEMPORARY VOICES AND WORKS
[The 20th century and the 21th century - Theory and Practice]

- **Lectures**
  - The Twentieth Century. Open spaces as a system: Planning theories
  - Modern Landscape Architecture
  - The legacy of the Land Art

- *Voices* - Contemporary definition(s) of Landscape Architecture (Assignment/Assessment #3)
  - PART 1: Scholars' theories and works - Presentations (7 min) by students (Individual)
  - PART 2: My voice - Reflective Paper and Final Presentation (10 min) by students (Individual)

Course Hours: 3 units; (3-0)

Online Delivery

This course will take place **online** via Desire2Learn (D2L) and Zoom. Students are required to participate in both synchronous and asynchronous activities. Synchronous activities will include lectures, class presentations and class discussion via Zoom platform, and will be held during the course class time. Students will base the asynchronous learning on readings, research and assignments' development. D2L will be the platform used for sharing teaching material, submission of assignment works, evaluation, etc.

If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. discuss foundational notions on the history of landscape transformations, related to various eras, geographies and cultures, ranging from prehistory to the 20th century;
2. summarize the historical evolution of past concepts, styles and projects;
3. analyze the main styles of historical gardens/parks and the spatial patterns of traditional landscapes through graphic representation;
4. explain essential theoretical references related to the contemporary concept(s) of landscape architecture;
5. argue the complexity of functional, social, symbolic, and aesthetic values inherent the discipline and profession of Landscape Architecture;
6. debate the implications that issues inherited from history and scholars can have on nowadays practice in Landscape Architecture.

Learning Resources

General Bibliography

Landscape Architecture History

Aben, R., de Wit, S. (1999). *The Enclosed Garden: History and Development of the Hortus Conclusus and Its Reintroduction into the Present-day Urban Landscape*. 010 Publishers.

Girot, C. (2016). *The Course of Landscape Architecture. A History of our Designs on the Natural World, from Prehistory to the Present*. Thames and Hudson.

Jellicoe, G. (1995). *The landscape of Man: shaping the environment from prehistory to the present day*. Thames and Hudson. Third Edition.

Moore, C.W., Mitchell, W.J., and Turnbull, W. (1988). *The poetics of gardens*. MIT Press.

Mosser, M. and Teyssot, G. (Eds) (1991). *The Architecture of Western Gardens: A Design History from the Renaissance to the Present Day*. The MIT Press.

Newton, N. T. (1971). *Design on the land: the development of landscape architecture*. Cambridge, Mass.: Belknap Press of Harvard University Press.

Barlow Rogers, E. (2001). *Landscape design: a cultural and architectural history*. New York: Harry N. Abrams.

Treib, M. (1993). *Modern landscape architecture: a critical review*. Cambridge, Mass.: MIT Press.

Walker, P., and Simo, M. L. (1994). *Invisible gardens: the search for modernism in the American landscape*. Cambridge, Mass.: MIT Press.

Landscape Architecture Theory

Corner, J. (Ed.) (1999). *Recovering landscape. Essays in Contemporary Landscape Architecture*. Princeton Architectural Press.

Sheffield, S. (Ed.) (2002). *Theory in Landscape Architecture. A reader*. University of Pennsylvania Press.

Studies in the History of Gardens & Designed Landscapes, Volume 34, Issue 3 (2014), *Landscape Architecture*. Available at https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/toc/tgah20/34/3

Notes
Other texts and articles will be provided by the instructor to help with specific topics.
A link to any required textbooks and/or readings will be provided in the course D2L site.

Technology requirements (D2L etc.)
In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

(Most current laptops will have a built-in webcam, speaker and microphone).

Additional Classroom Conduct and Related Information

Guidelines for Zoom Sessions in Online Classes
Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Assignment #1	Highlights	30	1 and 2

Assignment #2	Functions, forms, and meanings	35	1, 2 and 3
Assignment #3	Voices	35	4, 5 and 6

Assessment and Evaluation Information

Attendance and Participation Expectations:
Students are expected to be in attendance (via Zoom) for the entirety of each class period.

Guidelines for Submitting Assignments:
Students are expected to complete all course assignments on time, and submit a digital copy of the work on D2L by 9:00 AM on the day listed on the schedule unless otherwise directed by the instructor.

Examinations:
The course evaluation will be based on the assignments completed during the term. There will be no final examination.

Late Assignments:
Late submission of material to be presented is not acceptable (grades will be deducted for work submitted later than the deadline specified in the course/assignment brief or as discussed in class).

Expectations for Writing (https://www.ucalgary.ca/pubs/calendar/current/e-2.html):
Assignment #1 Highlights and *Assignment#3 PART 2: My voice* include writing components; the writing quality will be a relevant factor in the evaluation of student work.

Criteria that must be met to pass:
Students must obtain an overall passing grade (i.e. minimum B-) to pass this course, however, if a student fails any phase of the course worth 30% or more they will fail the course. A student who feels that a piece of graded term work (term paper, essay, test, drawings, etc.) has been unfairly graded may have the work re-graded. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. More information can be found in the Graduate Calendar: http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html

Group work:
Work will be assigned individually or in groups. Normally, students will receive a common grade for work done in groups; but the instructor reserves the right to evaluate students individually, if it appears that the work has been distributed unequally. In this case, the instructor will have a conversation with the group to discuss the distribution of work.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C$^+$" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Topic Areas & Detailed Class Schedule

Include information relevant to the class schedule, such as weekly topics, readings, and assignment due dates. For online, remote or blended courses include whether course activities are synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.). It is recommended that important dates including the first day of classes, holidays, term breaks and last day of classes also be included.

Course Schedule Date	Topic and Lectures	Assignments/ Class activities and Due Dates
	UNIT 1 – LANDSCAPE ARCHITECTURE HISTORY	
Jan 14	Course presentation Lecture #1 - Glossary. *Landscape Architecture*: Definition(s) of the discipline	Assignment #1 Presentation by the Instructor
		Assignment #2 Presentation by the Instructor
Jan 21	Lecture #2 - Ancient Cultures	Assignment #1.1 due
		Class discussion on Assignment #1.1
		Class/peer review on Assignment #2
Jan 28	Lecture #3 - The Middle Ages and the concept of *Hortus Conclusus*	Assignment #1.2 due
		Class discussion on Assignment #1.2
		Class/peer review on Assignment #2
Feb 4	Lecture #4 - Italian Renaissance (Guest speaker)	Assignment #1.3 due
		Class discussion on Assignment #1.3
		Class/peer review on Assignment #2
Feb 11	Lecture #5 - Classicism and Picturesque	Assignment #1.4 due
		Class discussion on Assignment #1.4
		Class/peer review on Assignment #2
Feb 14 - 20	**Term Break, no classes**	
Feb 25	Lecture #6 - Public Parks. Origins and evolution in Europe and North America	Assignment #1.5 due
		Class discussion on Assignment #1.5
	UNIT 2 – MODERN LANDSCAPE ARCHITECTURE AND CONTEMPORARY VOICES AND WORKS	
Mar 4	Lecture #7 - The Twentieth Century. Open spaces as a system: Planning theories	Assignment #1.6 due
		Class discussion on Assignment #1.6
		Class/peer review on Assignment #2
Mar 11	Functions, forms, and meanings (Presentations by the students)	Assignment #2 due
		Assignment #2 Presentations
Mar 15-19	**SAPL Block Week**	

Mar 25	Lecture #8: Modern Landscape Architecture	Assignment #3 Q/A session
Apr 1	Contemporary Voices	Assignment #3.1 due
		Assignment #3.1 Presentations
Apr 8	Lecture #9: The legacy of the Land Art	Assignment #3.2 Class/peer reviews
Apr 15	Reflective Papers / Final Presentation	Assignment #3.2 due
		Assignment #3.2 Presentations

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a

recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Special Budgetary Requirements

N/A

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.
Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.
SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .

ACADEMIC MISCONDUCT
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf
Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (https://www.ucalgary.ca/pubs/calendar/current/k.html).

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. https://www.ucalgary.ca/secretariat/student-appeals

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk