



Carnac, France

Fall 2011
Thursdays 10:00AM – 12:50PM
HAR 102
Doug Campbell ASLA
doug@campbellcampbell.com
Regula Campbell AIA
regulaca@usc.edu
Phone: 805 563-2518
Office hour: 1:00PM – 2:00PM Wednesday and by appointment

*If you have two pennies, spend one on a loaf and one on a flower.
The bread will give you life, the flower a reason for living.*
Chinese Proverb

He that hath two cakes of bread let him sell one of them for some flowers of the Narcissus, for bread is food for the body, but Narcissus is food for the soul.
Mohammed

Syllabus

This course is a historical survey of the development of designed landscapes from ancient times through the 20th century. Significant landscapes are critically examined both as cultural and environmental artifacts, which manifest to various degrees the spiritual, aesthetic, economic, ethical, philosophical, political, social, spiritual, and technological contexts of their particular formative cultures and eras. The course will emphasize the ways in which a landscape design expresses a worldview, particularly related to concepts of community and the relationship between humanity and the rest of nature.

On completion the students should be able to:

- Demonstrate a broad knowledge of designed landscapes from Pre-history through the 20th Century - focusing on how and why selected cultures made places, used them and invested them with meaning.

- Understand the formative factors that have shaped significant works of landscape design and, in turn recognize their influence upon other forms of expression.
- Critically evaluate landscape designs to comprehend motivating underlying worldviews of their cultural contexts, particularly related to concepts of community and the relationship between humankind and nature.
- Apply the principles learned from studying and evaluating past landscape design initiatives and practices in order to better understand the trajectories of contemporary issues and problems and to formulate appropriate conceptual and literal responses.

This course meets once a week therefore in order to cover the expanse of material; the lectures will be presented in two parts with a short break between the two. Students must attend both lectures each class meeting. There will be required class field trips.

In the interest of all, this classroom shall be an electronics free zone. No use of cell phones, PDA's, laptops, etc. will be permitted. We recommend that students take notes with pen or pencil on paper. Questions and class discussion are encouraged.

August 25

- Course introduction and overview
- Here! Humanizing the Natural World
- Readings: Jellicoe Chapter 1
Rogers Chapter 1

September 1

- The Western Ancients: Ordering with Procession and Pyramids
- Readings: Jellicoe Chapters 2, 6, 9, 10
Rogers Chapter 1

September 8

- Genius Loci The landscapes of Ancient Greece
- Readings: Jellicoe Chapter 11
Rogers Chapter 2

September 15

- Empire and Villa: The landscapes of Ancient Rome
- Readings: Jellicoe Chapter 12
Rogers Chapter 2

September 22

- Earthly Paradise
- **Submit paper topic via email to regulaca@usc.edu by 5PM**
- Readings: Jellicoe Chapters 3, 4, 5, 13
Rogers Chapter 3

September 29

- The Long Springtime: Landscapes of China
- Readings: Jellicoe Chapter 7, 19
Rogers Chapter 8

October 6

- Wandering Paths of Perception and Imagination: Landscapes of Japan
- Readings: Jellicoe Chapter 8
Rogers Chapter 8

October 13 Midterm

- *L'Uomo Universal*: Renaissance and Baroque Urban Spaces and Gardens of Italy
- Readings: Jellicoe: Chapters 13-15
Rogers: Chapter 4

October 20

- La Belle France
- L'Etat C'Est Moi
- Readings: Jellicoe: Chapter 16
Rogers: Chapter 5

October 27

- Gardens of Illusion: The Development of the 18th Century English Landscape Movement
- Readings: Jellicoe: Chapter 20
Rogers: Chapter 7

November 3 - Research/Analytical Paper Due submit to Blackboard/Turnitin by 5PM

- Colonial Landscapes in North America
- Readings: Jellicoe Chapter 23
Rogers Chapter 11

November 10 – No Class Field Trip to Santa Barbara Saturday, November 12
Field Trip is required – car pools are essential.

November 17

- The Beautiful and Picturesque
- Washington DC
- A Man Ahead of His Time: Frederick Law Olmsted
- Readings: Jellicoe: Chapter 23
Rogers Chapter 9, 10

December 1

- Development and Critique of Modernism
- Review
- Readings: Jellicoe Chapter 25
Rogers Chapter 13

December 13, 8-10AM, Final Exam: Covering material from entire course -

Required Texts and Readings:

Required weekly reading assignments will be noted in the lecture schedule distributed at the first class meeting. Readings must be completed prior to the lecture for which they are listed. Exams will be based on the material covered in the lectures and readings.

Texts: Primary readings are from the following texts. Their purchase is highly recommended. Readings are listed by chapter rather than page numbers to allow students to read from any edition. Exam questions will be drawn from lectures and readings; students are expected to complete readings prior to class as noted.

- Jellicoe, G., Jellicoe, Susan. The Landscape of Man: Shaping the Environment from Prehistory to the Present Day. Thames & Hudson. 1995+.
- Barlow Rogers, Elizabeth. Landscape Design: A Cultural and Architectural History. Harry N. Abrams, Inc. 2001

Research - Analytical Paper (Due November 3 via Turnitin)

Students will be responsible for documenting and analyzing a selected work of landscape architecture, concept or form especially its terms of its historical antecedents and in terms of its expression of a world-view regarding the relationship between humanity and nature. This work will be presented as a scholarly report in standard 8 1/2 " x 11" form. The report must contain both appropriate written and visual data and include **original** drawings, photos and analysis (derived from personal site visits if possible). This report shall include 4-5 pages of written material and 4-5 pages of graphic material. If the paper is turned in one day to one week late, it will be automatically marked down one grade, two weeks late and it will be marked down two grades. If it is not turned in within two weeks the student will receive an automatic F on this assignment.

Attendance:

The School of Architecture's general attendance policy is to allow a student to miss the equivalent of one week of class sessions (**Note this means one class meeting for ARCH 565!**) without directly affecting the student's grade and ability to complete the course. If additional absences are required for a personal illness/family emergency, preapproved academic reason/religious observance, the situation should be discussed and evaluated with the faculty member and appropriate Chair on a case-by-case basis.

For each absence over that allowed number, the student's letter grade can be lowered up to one full letter grade as the discretion of the instructors.

Ten minutes late is considered tardy. If arriving late, a student must be respectful of a class in session and do everything possible to minimize the disruption caused by a late arrival. It is always the student's responsibility to seek means (if possible) to make up work missed due to absences, not the instructor's, although such recourse is not always an option due to the nature of the material covered

EXAMS & GRADING:

Exams 1 and 2 shall cover material discussed in the lectures and readings since the prior exam. Students are expected to attend all lectures and to take notes, as lecture material will not be posted. Students are expected to purchase or rent the required texts and to complete the readings prior to class. The exams will emphasize critical thinking over memorization. yet students should be familiar with the key designs, designers, dates and terms presented in lectures and readings.

Class Participation	5%
Research-Analytical Paper	25%
Midterm	25%
Final Exam:	45%

Copyright 2011 Campbell & Campbell

Policy Statements:

Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Academic Honesty and Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

As noted above for the benefit of all, if you plagiarize you will receive an automatic F on your work or project. Use standard academic notation to credit sources.

Here is a website link for assistance in avoiding plagiarism: http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm

Specifically talking to grad students:

http://www.usc.edu/student-affairs/student-conduct/grad_ai.htm

THE 2010 IMPERATIVE STATEMENT:

As the Architecture Faculty have voted to accept the 2010 Imperative-- to improvement of ecological literacy among the students and faculty and to achieve a carbon-neutral design school campus by 2010.

"The design should engage the environment in a way that dramatically reduces or eliminates the need for fossil fuel."

Campbell & Campbell add the following: your work must be a conscious and articulate expression of your personal, ethical worldview.