INTRODUCTION:
This global history of the built environment will focus on how the constructed landscape has informed the shape of the city as an embodiment of public life and public values. We will consider landscape as design laboratory, as infrastructure, as mediator, as theater (etc). The course will introduce the evolution of urban landscape theory and form, particularly as situated in historical, geographical and cultural context. Readings consist of primary sources, as well as subsequent social, politico-economic and cultural histories that reveal: (1) shifting receptions and interpretations of our urban inheritance; and (2) our evolving cultural and professional values. Cultural attitudes toward Nature will be an integral thematic concern, particularly as Nature is situated in ideological and physical relationship to the city.

The course is divided in three parts:
I. History: We will begin with a brief study of historical methods and the role of history in the design curriculum and professional field. In this course, history will be deployed as an interpretive and active engagement of the past and one that is consistently renegotiated. Landscape design as interpretation of an inherited condition is only one way in which history might serve as an opportunistic design tool or strategy. We will discuss our relationship with the past and consider our obligation, as designers, to (1) sustain some palpability of the past; and (2) insist on a sense of cultural continuity.

II. Design Inheritance: Lectures and readings will begin to trace, more or less chronologically, an inheritance that may seem remote but has impacted our current attitudes toward landscape and the city. Each theme will be studied as embedded in its time and place, but might also force us to reflect on our contemporary urban condition. In addition, readings will include shifting historical perspectives on these particular periods to demonstrate the range and evolution of interpretations of the past.

III. Common Landscape: The final weeks will shift to the history of landscape and urbanism in the United States. This segment will be broken down into sub-themes, such as “Landscape & Democracy” and “Landscape & Ecology,” which trace a broader trajectory than the chronology presented in the second part of the course (“Inheritance”). This final segment will focus not only on sites within the city as designed or envisioned by the professional architect, but on the cultural landscape of America. This includes an examination of public sites (e.g. Central Park) as they have been re-valued, re-appropriated and re-shaped over time. It also includes an investigation of other land-shaping forces – federal policies, the culture of capitalism and consumption, and shifting public values.

OBJECTIVES + STRUCTURE:
The major course objective is the development of critical and interpretive skills (of landscape designs/sites/writings), as expressed verbally, and most particularly in writing.

Each class will begin promptly at 8:30 with a 45- to 60-minute lecture followed by 20 to 30 minutes of discussion of the readings and lecture (with the exception of Sep 4; see below). Despite the early hour and the potentially late nights in studio, students are expected to be present, alert, prepared and ready to engage in the material.
ASSIGNMENTS:
I. Critical inquiries
Starting on September 4th, at the beginning of each class please hand your class assistants a question you wish you could ask the author of each of the required readings. It should not be a clarification or factual question but a thoughtful inquiry into the primary ideas as they are situated in context. It should both demonstrate that you are engaging in the readings and sharpening your critical thinking skills.
*On days marked with a (*), indicating a heavier reading load, you will be instructed during the prior class the readings on which to focus your attention and inquiries.

II. Interpretive essays
For all three writing assignments, you are expected to cite your sources according to accepted standards (see Chicago Manual of Style). Please upload papers to Blackboard and hand ABH a hard-copy at the beginning of class.

Essay #1: HISTORY: On the role of history; DUE: SEP 30
The first writing assignment (800-1200 words plus bibliography) should:
- Define history (this is your interpretive definition based on readings and your own thoughts)
- Discuss the value of different approaches to history (historiography)
- Discuss how the study of history serves the design curriculum and profession
- Address how designers might engage the past to sustain a sense of temporal continuity or depth (you might also argue whether this is a designer’s obligation or not)
In addition to footnotes or endnotes, please generate a bibliography, which should include at least one source that is not listed on the syllabus.

Essay #2: DESIGN INHERITANCE: Historical site analysis; DUE: NOV 6
Choose a site from the second part of the course (“Inheritance”) and use that site to develop an argument about its relationship to its cultural context. The interpretive essay (1000-1500 words plus bibliography) should include the following:
- Introduce the site, including (when known) location, dates, designer(s), patron(s), purpose/use
- Culminate the introductory paragraph with a thesis about the site’s relationship to its cultural context (consider how I situate sites in the lectures, but propose your own argument)
- Describe the physicality of the site by examining visual material of it (maps, plans/sections, photographs, paintings/drawings/prints). Do not use any secondary sources for this portion of the analysis. Instead, closely examine the site’s physical configuration and relationships. This should be an exercise in looking and reading sites and their representations
- Using this physical description, dedicate the remainder of the essay to arguing your thesis – how does the physicality and use of the site relate to the social, economic, political and/or ecological (etc) context in which it is embedded?
In addition to footnotes or endnotes, please generate a bibliography, which should include at least two sources that are not listed on the syllabus.
BY OCTOBER 7 – CHOOSE YOUR SITE AND HAVE IT APPROVED BY ABH (email approval is acceptable)

Essay #3: COMMON LANDSCAPE: Reception study; DUE: DEC 13
For the final paper (1200-1800 words plus bibliography), you should:
- Choose a site (e.g. park, community garden, residential development) and trace its history as a cultural landscape,
- Consider shifting demographics, physical adjacencies, re-appropriations, design insertions, etc. (see Rosenzweig and Blackmar book, The Park and the People for an – albeit, much longer – example).
- This paper requires a different form of research into the evolving reception to a place.
BY NOVEMBER 13 – CHOOSE YOUR SITE AND HAVE IT APPROVED BY ABH (email approval is acceptable)

GRADING (see “Policies” on final page):
Critical inquiries: 30%
Essay #1: 15%
Essay #2: 20%
Essay #3: 25%
Participation in discussion: 10%
SCHEDULE:

AUG 26: Course Introduction

Part I: HISTORY

AUG 28: The role of history
- Friedrich Nietzsche, The Use and Abuse of History (original German 1873/1874), sections II-III (pp. 12-22 of 1957 MacMillan edition).

Reference:

SEP 4: History in the design curriculum (discussion for first 30 minutes of class)
- Catharine Ward Thompson and Peter Aspinall, “Making the past present in the future: The design process as applied history,” Landscape Journal 15/1 (Spring 1996), pp. 36-47.

Recommended:

Part II: DESIGN INHERITANCE

SEP 4: Nature and the Greek Polis (45-minute lecture with remaining time for questions)
- Aristotle, Politics, 4th-c. BCE, Book 7, I-XII.
- Hippocrates, Airs, Waters, Places, c. 400 BCE.

Reference:
- Francois de Polignac, Cults, Territory and the Origins of the Greek City-State, University of Chicago, 1995.
- Plato, Republic, c. 460 BCE.
- Pausanias, Description of Greece, 2nd-c.


Recommended:

Reference:

SEP 9 continued: Ancient Rome: Ras in urbe

Recommended:
Reference:

**SEP 11: Enclosure+Condensation | Paradise+Production, The Medieval Landscape**
- The Bible, *Genesis* 2, 8-14 and *Song of Solomon* 4, 12-16.

**Recommended:**

**SEP 16: The Landscape of the Great Mosque and Islamic Spain**

**Reference:**

**SEP 18: GUEST LECTURE (TBD): Historical Topics in Islamic Urbanism**
- Readings TBD (no “critical inquiry” necessary; come prepared for dynamic Q&A)

**SEP 23: Utopia and the City in Early Modern Italy**

**Recommended:**

**Reference:**

**SEP 25: The Villa and the City in Early Modern Italy (Florence, Rome, Venice)**

**Recommended:**

**SEP 30: The City as Network (Sixtus V’s Rome, Henry IV’s Paris, C. Wren’s London) (Paper #1 DUE)**

**OCT 2: Galileo and the Extended Horizon**

**Recommended:**
OCT 7: City and Landscape in the Age of Enlightenment
- Barry Bergdoll, European Architecture 1750-1890, Oxford University, 2000, pp. 43-60.

Recommended:

Reference:

*OCT 9: China & Japan: Attitudes on Nature, the Practice of Gardening & Reception in the West
- William Chambers, excerpts from Designs of Chinese Buildings, etc. (1757), and from A Dissertation on Oriental Gardening (1772), in John Dixon Hunt and Peter Willis eds., The Genius of the Place, Cambridge, MA, MIT, 1988, pp. 283-288, 318-322.

Recommended:

OCT 14: GUEST LECTURE BY VINAYAK BHARNE: Historical Topics in East Asian Urbanism (Japan)
- See distributed excerpts from Bharne’s forthcoming book, Zen Spaces and Neon Places (2013) (no “critical inquiry’ necessary; come prepared for dynamic Q&A)

*OCT 16: Aesthetics and the Picturesque

Recommended:

Reference:
*OCT 21: New Forms for the Industrializing City*

Recommended:

Reference:

**OCT 23: GUEST LECTURE BY RACHEL BERNEY: Historical Topics in Latin American Urbanism**
- Readings TBD (no ‘critical inquiry’ necessary; come prepared for dynamic Q&A)

Part III: THE COMMON LANDSCAPE

Landscape + Democracy

*OCT 28: America: Pastoralism and the Democratic City*

Reference:

*OCT 30: Frederick Law Olmsted and his Legacy*

Recommended

Reference
**Landscape + Ecology**

*NOV 4: America and the Conservation Ethic*
- George Marsh, Man and Nature: or Physical geography as modified by human action, New York, Scribner, 1864, pp. TBD.

**Recommended:**

*NOV 6: Regionalism + Ecology (Paper #2 DUE)*

**Recommended:**

**Reference:**

*NOV 11: Regional Planning, New Towns and the Landscape of the New Deal*

**Recommended:**

**Reference:**

**Landscape + Suburbia**

*NOV 13: American Suburbia – from the streetcar to the strip [86]*

**Recommended:**
Reference:

*NOV 18: California Modernism and Subversive Stirrings*

Recommended:

Reference:

**Landscape + the Modern City**

NOV 20: *European Avant-Gardes and their American Translation*

Reference:
- Filippo Tommaso Marinetti, ”The Futurist Manifesto,” 1909 (see: http://cses.umich.edu/~crshalizi/T4PM/futurist-manifesto.html)

*NOV 25: Mid-Century Federal Policy and the Transformation of the American City*

Recommended:

Reference

*NOV 27: Downtown America: Landscape + Consumption*
- Selected essay(s) from Michael Sorkin, ed., *Variations on a Theme Park*, New York, Hill & Wang, 1992, TBD.

Recommended:

Reference
*DEC 2: The Participatory City: Reinstating Public Life in the 1960s & 1970s

  Reference:

DEC 4: Reactionary Urbanisms and projections for landscape architecture

DEC 13: Paper #3 DUE
POLICIES:

Attendance Policy
The School of Architecture’s general attendance policy is to allow a student to miss the equivalent of one week of class sessions (three classes if the course meets three times/week, etc.) without directly affecting the student’s grade and ability to complete the course. If additional absences are required for a personal illness/family emergency, pre-approved 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 will be lowered 1/3 of a letter grade (e.g., A to A–).

Any student not in class within the first 10 minutes is considered tardy, and any student absent (in any form including sleep, technological distraction, or by leaving mid class for a long break) for more than 1/3 of the class time can be considered fully absent. 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.

Being absent on the day a project, quiz, paper or exam is due can lead to an “F” for that project, quiz, paper or exam or project (unless the faculty concedes the reason is due to an excusable absence for personal illness/family emergency/religious observance). A mid term or final review is to be treated the same as a final exam as outlined and expected by the University.

See full attendance statement at: http://arch.usc.edu/People/SchoolGovernanceDocuments

Statement for 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.

Statement on Academic 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/. The USC summary of how to avoid plagiarism: http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm and specific advice for grad students: http://www.usc.edu/student-affairs/student-conduct/grad_ai.htm may also be useful.

Accreditation
The Master of Landscape Architecture degree program includes three curricula. Curriculum +3 for students with no prior design education and Curriculum +2 for students admitted with advanced standing have full accreditation by the Landscape Architecture Accreditation Board. Curriculum +1.5 for students with advanced placement is a post-professional study and is not subject to accreditation. Information about landscape architecture education and accreditation in the United States may be found on-line at http://www.asla.org/Education.aspx.

Religious Holidays
The University of Southern California recognizes the diversity of our community and the potential for conflicts involving academic activities and personal religious observation. The University provides a guide to such observances for reference and suggests that any concerns about lack of attendance or inability to participate fully in the course activity be fully aired at the start of the term. As a general principle, students should be excused from class for these events if properly documented and if provisions can be made to accommodate the absence and make up the lost work. Constraints on participation that conflict with adequate participation in the course and cannot be resolved to the satisfaction of the faculty and the student need to be identified prior to the add/drop date for registration. After the add/drop date the University and the School of Architecture shall be the sole arbiter of what constitutes appropriate attendance and participation in a given course.