



ARCH 565

Global histories of Designed and cultural landscapes

3 units

Fall 2020, Tuesdays, 2-4:50pm

Location: Virtual

Instructor: Alison B. Hirsch

Class Assistant: @Asher Guzik (aguzik@usc.edu)

Office Hours: Thursdays, 4-6pm (by appointment)

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Course Description

This course on the global history of the Designed and cultural landscape (i.e. vernacular, or designed/constructed by non-design forces) has always attempted to push beyond the “classical canon” of Eurocentric landscape histories. This year it felt appropriate to push harder on this decolonization process. While admittedly not perfect, the course intends to provide a history of landscape and landscape architecture (until the 1960s) through multiple voices, lenses, and built examples. It is a work in progress and I invite students to become co-authors in the construction of this course. I came out of the Eurocentric tradition so I will always be an artifact of its construction even while I try to dismantle it.

That said, many of you will be faced with canonical landscape references throughout your careers – Versailles, Stourhead, Garden Cities, Central Park, etc. and this class attempts to integrate these into a design history while providing deeper contextualization of the structural forces behind their development and who they served and who they might have exploited.

The focus of the course is predominantly the urban landscape. However, I recognize that my notion of the city is derivative of the “complex human societies” emergent in c3000 BCE Mesopotamia, Egypt (as well as China and India) that are foundations for “Western Civilization.” Cities are centers of commerce and trade – they are thus not representative of subsistence human settlements that defined and continue to define much of the world’s landscapes. Indigenous landscapes will be considered – both for their own internal logics and systems, and as subjects of colonization.

It is impossible to address the city without understanding it as part of regional, national and global systems that incorporate rural, peri-urban and urban landscapes (and everything in between), largely bound together by systems of trade and oppression (i.e. capitalism). Therefore, while the investment is largely on the urban landscape, as a catalyst and embodiment of public life and public values, relationships to larger landscapes and geographies are essential to course content.

Readings consist of many primary sources, as well as subsequent social and cultural histories that reveal shifting receptions and interpretations of our landscape and urban inheritance. Cultural attitudes toward Nature will be an integral thematic concern, particularly as Nature is situated in ideological and physical relationship to the city.

We will start this course by talking about the meaning of landscape, and the use of history *and memory* – in our own lives (personal narratives and identities) and as part of a larger cultural, national and global collective. This course is being offered in the context of many active conversations around truth-telling as it relates to reconciliation and “righting” the historical record. We will discuss this conception of history and truth. We will also consider history as an interpretive and active engagement of the past and one that is consistently renegotiated.

After this introduction, the course is split into two sections:

I. Landscapes of Power: Lectures and readings will present Design examples of the past (capitalization intended) in relative chronology. The Design of example (or canonical) sites is deliberate and often imbued with

ideological and political content which we will attempt to parse out. The hope is to explore this Design Inheritance as it has impacted our current attitudes toward landscape and the city while looking critically at relationships of power and exclusion. 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.

II. Cultural Landscapes + Environmental Histories: The second half will shift to the history of landscape and urban development predominantly in the United States (and the broader ‘Americas’ including pre-colonization). This segment will focus not only on sites as envisioned by the professional Designer, but on the cultural landscape. This includes an examination of sites as they have been re-valued, re-appropriated and re-shaped over time. It also includes an investigation of other land-shaping forces – colonization, federal policies, the culture of capitalism and consumption, shifting public values, etc.

Learning Objectives and Outcomes

1. Responsible Scholarship: Ability to properly cite sources (text and image), demonstrating fullest scholarly integrity and adherence to academic standards.
2. Critical Thinking: Development of critical and interpretive skills (of designs/sites/writings), as expressed verbally and in writing.
3. Critical Thinking: Developing ability to challenge hegemonic historical narratives that exclude or suppress counter-narratives that are essential to understanding the past as a more inclusive set of stories.
4. Disciplinary Language/Vocabulary: Development of a strong landscape lexicon (language of landscape and some of its contested terms: Nature, Wilderness, Garden, etc).
5. Disciplinary Knowledge: Understanding both the canon of landscape architectural history, what contributed to the crafting of that canon and what has been left out of the historical record.
6. Disciplinary Knowledge: Developing a foundation of knowledge critical to understanding and intervening in the built environment.
7. Disciplinary Knowledge: Recognizing and developing the ability to reference sites and texts critical to the development of the field.
8. Site Interpretation: Understanding how to interpret cultural landscapes.
9. Writing: Developing writing skills (crafting an argument, structuring a thesis and supportive evidence).

Course Notes (structure, materials, etc)

All announcements will be posted to Blackboard. There will be a Class Slack Channel for collective exchange.

This class is scheduled to meet Tuesdays, 2-4:50pm PDT (PST after Daylight Savings). The first class will be synchronous and recorded for those in time zones that put it outside the accepted window of 7am-10pm (see “Asynchronous Learning” below). For subsequent classes, I will mostly be pre-recording lectures for you to watch on your own time. Each week, you will have two approx. 50-minute lectures to watch AS PART OF CLASS TIME (not homework time). We will then meet synchronously – ALL TOGETHER* - 3:35-4:50pm PST [I would actually prefer to make this 4-5:15pm so that it is 7-8am in CST if class is agreeable]. Each week I will announce on Blackboard how the following week will be conducted in terms of synchronous and asynchronous commitment but classtime will not surpass the 2h50min extents and “homework” should not extend beyond the 6 hour limit expected for a 3-unit course.

Each class I will provide lecture handouts to follow along (on Blackboard under ‘Content’). These handouts will include a bibliography of reference readings for that particular lecture.

Completing your weekly reading *in advance of watching the lecture* and participation in the synchronous discussion, 3:45-4:50pm each Tuesday is essential for success in this class.

All readings will be available in scanned form on Blackboard (in ‘Content’). All lecture slides will be available on Blackboard after the class (‘Content’). Assignments should be submitted to Blackboard (‘Assignments’).

Description and Assessment of Assignments

I. Week One Reading and Lecture Response

In about 500 words, describe your position on the first readings for the course (Hayden, Boone, Way) plus the lecture on *Land-scape + Meaning, Memory, Truth* on the first day. Connect the perspectives to your own conceptions of landscape history, memory, truth and any anecdotal connections you have to the understanding of the landscapes with which you are most familiar. This is most for me to get to know you and what lenses you bring to the class.

DUE: September 8 (upload to 'Assignments' folder in Blackboard)

II. Reading Response+Critical inquiries

Each week, you are to write 250-500 words responding to the readings and from this response, ask one interpretive question (vs. a clarification question). This will be due the Monday evening (5pm) before each class time and entered into 'Discussion Board' on Blackboard. By 3:30pm on Tuesdays, make sure you respond to at least one of your classmates' questions with your own interpretive response. Meeting the timed deadlines is critical for this to work so your grade will be impacted significantly for late responses (see 'Late Assignments' below).

One week substitution (required but any week): One week during the term, you can choose not to write a reading response/critical inquiry and, instead, visit a site in your area that exemplifies some of the formal qualities, political contentions, cultural practices of use or historical quotations of sites we are studying during the semester. The week you choose should be covering the topics that you discover in this particular place. In the Discussion Board for that week, instead of the reading responses, upload a link to a PDF that includes images and text describing the connections to the readings or lecture topics. The intention of this exercise is to (1) get you out from behind your screen and (2) to see connections in your own contexts, making history feel more accessible. **YOU ARE STILL EXPECTED TO DO THE READING THIS WEEK, just not the reading response.**

III. Landscapes of Power: Rewriting Histories [sep. assignment guidelines will be provided]

Choose a site we have talked about in the 'Landscapes of Power' section of the course or a site that you choose that would fit into the framework of this section (must be approved by ABH in advance; but colonized sites in Latin America and India or other parts of the Global South would be a wonderful way to begin to fill some of the gaps in what the course can cover in 13 weeks). Using the readings and your own research (peer-reviewed sources only*), write the histories of these sites and their formation that have not been included as part of the historical "canon". Look at the interplay of systems of power and exploitation, representation and reality that have led to the creation of these sites and describe why you think parts of the narrative have been left out.

Get site approval from ABH by: September 29

Submit this as a paper with bibliography and 5-minute slide presentation or video with voiceover.

DUE: October 20 (upload to 'Assignments' folder in Blackboard)

***Peer-reviewed sources:** Most reputable scholarship is published in books produced by university presses and in peer-reviewed scholarly journals. Some of these journals may be found online, especially through library online databases such as JSTOR. These are accepted scholarly sources. Wikipedia is generally not an acceptable source. If you feel you must rely on Wikipedia, please consult with ABH or your class assistant to be sure it is reliable and acceptable for your particular topic or research question and that better sources do not exist. Whether published digitally or in print, all of your bibliographic materials should derive from scholarly, peer-reviewed sources. If you are uncertain about the acceptability of a source, please check with ABH or your class assistant.

IV. Cultural landscape study: Unwritten Histories [sep. assignment guidelines will be provided]

In the spirit of Dolores Hayden and Kofi Boone, as well as many of the revisionist histories you will have read until this point, identify a landscape that has meaning to you, the full story of which you believe has not been properly told. Who designed it or how did it come into being, who labored on it, who used/uses it, how has it been interpreted or considered historically? Why do you think its story has not been fully told?

Post site proposal with brief description to the Google doc set up by ABH by Nov 10.

FINAL DUE: December 7, 2020

1200-1500 words with images (maps, photos, etc). Chicago Manual of Style references and bibliography.

https://www.chicagomanualofstyle.org/tools_citationguide.html

Grading Breakdown

1st reading/lecture response:	5%
Reading +1 site response:	30%
Rewriting histories:	25%
Cultural landscape study:	25%
<u>Participation in discussion:</u>	<u>15%</u>
TOTAL:	100%

Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Rubrics

Assignment guidelines and rubrics will be provided on separate assignment sheets.

Assignment Submission Policy

Critical Inquiries should be submitted as described above (I. Critical Inquiries). Assignments II and III should be uploaded to Blackboard (under 'Assignments') by 5pm on the due date.

Grading Timeline

Assignments will be graded and comments sent to each student within 10 days of submission. Critical Inquiries will not be returned but will receive a final grade. If I detect a consistent issue with the inquiries I will contact the student directly. Examples of successful inquiries are provided on Blackboard.

Additional Policies + Resources

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

Lecture Recordings

Please be aware of the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). Violations of these policies will be met with the appropriate disciplinary sanction.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Camera Policy

Acknowledging that class dynamics are substantially compromised without the ability to see the people in class, faculty can set an expectation that students have their cameras on during synchronous online sessions. However, some students may be facing challenging situations, such as internet connectivity, illness, or home environments that make this difficult or impossible. To alleviate these concerns, faculty can encourage students to use virtual backgrounds, which will eliminate most privacy concerns, and earphones or headsets to improve audio quality. While faculty are at liberty to create a “camera-on” policy in their class, they should communicate that accommodations are available to students who contact them directly with reasonable requests.

Attendance

Since the lectures will be mostly pre-recorded and provided the students in advance, the attendance policy is related to the 4-5:15pm synchronous class sessions:

The School of Architecture’s attendance policy is to allow a student to miss the equivalent of one week of class sessions (so one class session 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, 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 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.

Late Assignments

Any assignments that are received after the deadline will be docked 1/3 of a letter grade for every day late.

Non-native English speakers

It is recommended that you make an appointment and visit (virtually) the Writing Center: <https://dornsife.usc.edu/writingcenter/> for each written assignment due. Note that these 25-minute appointments are for best practice instruction and some guidance on written work but is not an editorial service.

Course Schedule: A Weekly Breakdown

Week 1 (August 25): INTRO LECTURES: Land-scape + History, Memory, Truth

+Stacy Williams, Head Art+Architecture Librarian, to introduce library research & academic integrity

Required Reading:

- Dolores Hayden, “Urban Landscape History: The Sense of Place and the Politics of Space,” in P. Groth and T. Bressi, eds., *Understanding Ordinary Landscapes*, New Haven, Yale University, 1997, pp. 111-133.
- Kofi Boone, “Black Landscapes Matter,” *Ground Up Journal* 6 (2017), <http://groundupjournal.org/black-landscapes-matter>
- Thaisa Way, “Why History for Designers,” Parts I+II, *Platform*, 2020:
 - <https://www.platformspace.net/home/why-history-for-designers-part-1>
 - <https://www.platformspace.net/home/why-history-for-designers-part-2>

REQUIRED, AUGUST 26, 6-7pm: Attendance at School of Architecture Lecture, Sara Zewde
REGISTER: https://usc.zoom.us/webinar/register/WN_V3u30vktQEmmevBNsKQ5DQ

PART I: LANDSCAPES OF POWER

Week 2 (Sep 1): EUROPE: *Nature, Landscape and the Town in Pre-Modern Europe*

LECTURES: *Antiquity to the Middle Ages*

DUE: Complete these two tutorials and provide a certificate of completion:

<https://libraries.usc.edu/tutorial/academic-dishonesty>

<https://libraries.usc.edu/tutorial/avoiding-plagiarism>

Required Reading (~80pp):

- **Intro to Landscape + Power (on landscape painting):** W.J.T. Mitchell, "Introduction" and "Imperial Landscape," in *Landscape and Power*, Chicago, University of Chicago Press, 1994, pp. 1-30.
- **Method of historical storytelling:** Nicolas Purcell, "Town in Country and Country in Town," in Elisabeth MacDougall, ed., *Ancient Roman Villa Gardens*, Washington DC, Dumbarton Oaks, 1987, pp. 187-203.
- **Primary source (1st-c ACE) by Imperial Magistrate of Roman Empire:** Pliny the Younger, "Letter to Gallus" (Book 2, Letter 17) and "Letter to Domitius Apollinaris" (Book 5, Letter 6), in *The Letters of the Younger Pliny*, vol. 1, London, 1972, pp. 75-79 and 139-144.
- **Consider this critically:** Denis Cosgrove, "Landscape and Social Formation: Theoretical Considerations," *Social Formation and Symbolic Landscape*, Madison, University of Wisconsin, 1984, pp. 39-48, 61-68.

Week 3 (Sep 8): MIDDLE EAST+SOUTH ASIA: *Landscapes of Islam + Premodern Water Infrastructure*

DUE: I. Week One Reading and Lecture Response

Required Reading (~60pp):

- D. Fairchild Ruggles, *Islamic Gardens and Landscapes*, Philadelphia, University of Pennsylvania, 2008, pp. 3-28.
- Purnima Mehta Bhatt, *Her Space, Her Story: Exploring the Stepwells of Gujarat*, New Delhi, Zubaan, 2014, pp. 1-34.

ENCOURAGED, SEP 9, 6-7pm: Attendance at School of Arch Lecture, Catherine Seavitt

REGISTER: https://usc.zoom.us/webinar/register/WN_XevswJyASqO1n1bZHtmzDA

Week 4 (Sep 15): EUROPE: *Landscape Vision + Space*

LECTURES: (1) *The City and the Villa in Early Modern Italy* + (2) *Baroque Cities, Gardens and Landscape in the Age of Enlightenment*

Required Reading (~45pp):

- Saint Thomas More, *Utopia* [original Latin 1516], New York, Norton, 2011 (3rd edition), pp. 3-7, 55-58. (SKIM: pp. 8-54).
- Michel Baridon, "The scientific imagination and the baroque garden," *Studies in the History of Gardens and Designed Landscapes* 18/1 (Spring 1998), pp. 5-19.
- David Harvey, "Time and space of the Enlightenment project," in *The Condition of Postmodernity*, Oxford, Blackwell, 1989, pp. 240-259 + chart by I. Hassan, p. 43.

Reference:

- James Corner, "A Discourse on Theory I: Sounding the Depths," *Landscape Journal* 9/2 (Fall 1990), pp. 61-78.

Week 5 (Sep 22): EAST ASIA: *Eastern Gardens + their interpretation*

Required Reading (~50pp):

- Cao Xueqin (c. 1724-1764), *The Story of the Stone*, translated by David Hawkes, Harmondsworth, Penguin, 1973-1980, pp. 324-347.

- Alice V. Tseng, "Urban Parks and Imperial Memory: The Formation of Kyoto Imperial Garden and Okazaki Park as Sites of Cultural Revival," in *Kyoto Visual Culture in the Early Edo and Meiji Periods: The Arts of Reinvention*, Morgan Pitelka and Alice Y. Tseng eds, London and New York, Routledge, 2016, pp. 91-116.

REQUIRED, SEP 22, 6-7pm: Attendance at School of Architecture Lecture, Dolores Hayden
REGISTER: https://usc.zoom.us/webinar/register/WN_IV0bjC_GQqrkxXBV3Zgw

Week 6 (Sep 29): EUROPE: Landscape + Industrialization in the West

LECTURES: (1) The Picturesque: The Politics of Aesthetics + (2) New Forms for the Industrializing City in the 19th and 20th-centuries

DUE: Site Approval for III. Landscapes of Power: Rewriting Histories

Required Reading (~40pp):

- Ann Bermingham, "The Politics of the Picturesque" in *Landscape and Ideology*, Berkeley, University of California, 1989, pp. 73-83.
- Heath Massey Schenker, "Parks and Politics during the Second Empire in Paris," *Landscape Journal* 14/2 (Fall 1995), pp. 201-219.
- **20th-c. European Avant-Gardes:** Congrès Internationaux d'Architecture Moderne, "Charter of Athens: tenets" (1933), in Ulrich Conrads, ed., *Programs and Manifestoes on 20th-century Architecture*, MIT, 1971, pp. 137-145.

Week 7 (Oct 6): AFRICA: Colonization + Cultural Heritage

Required Reading [subject to change according to suggestions by Sinamai]:

- Wright, Gwendolyn. "Colonial Opportunities," in *The Politics of Design in French Colonial Urbanism*. Chicago: University of Chicago Press, 1991, pp. 53-84.
- SELECTION TBD FROM: John Beardsley, ed, *Cultural Landscape Heritage in Sub-Saharan Africa*, Dumbarton Oaks, 2016.

Guest Speaker: Ashton Sinamai on Cultural Landscapes in Zimbabwe:

[https://pure.york.ac.uk/portal/en/researchers/ashton-sinamai\(c8fec95b-fab4-435a-8c1d-96dd38363494\)/profile.html](https://pure.york.ac.uk/portal/en/researchers/ashton-sinamai(c8fec95b-fab4-435a-8c1d-96dd38363494)/profile.html)

Pre-recorded lecture+discussion with speaker and Landscape Studies fellows at Dumbarton Oaks, 4-5pm PST.

Part II: CULTURAL LANDSCAPES + ENVIRONMENTAL HISTORIES (in the 'Americas')

Week 8 (Oct 13): LECTURES (1) INDIGENOUS LANDSCAPES + (2) LANDSCAPES OF ENSLAVEMENT (through Jim Crow)

Required Reading:

Landscapes of Enslavement

- Frederick Law Olmsted, "The Present Crisis," in *The Cotton Kingdom*, Mason Brothers, 1861 (reprinted 2017), pp. 6-24. [reference Sara Zewde's lecture, Aug 26]
- **ABH to choose from:**
- John Michael Vlach, "The Plantation Landscape," in *American Architectural History: A Contemporary Reader*, edited by Keith Eggener, Taylor & Francis, 2004.
- Clifton Ellis and Rebecca Ginsburg, eds., "Introduction," *Slavery in the City: Architecture and Landscapes of Urban Slavery in North America* (Charlottesville: University of Virginia Press, 2017), pp. 1-16.
- Rebecca Ginsburg, "Freedom and the Slave Landscape," *Landscape Journal* 26/1 (2007), pp. 36-44.
- Whitney Battle-Baptiste, "Sweepin' spirits: Power and Transformation on the Plantation Landscape" in Baugher, Sherene, and Spencer-Wood, Suzanne M. *Archaeology and Preservation of Gendered Landscapes*. New York ; London: Springer, (2010), pp. 81-94.

Indigenous Landscapes + Settler Colonialism in the U.S.

ABH to choose from:

- Lewis Williams, "Reshaping Colonial Subjectivities Through the Language of the Land," *Ecopsychology* 11, no. 3 (2019), 174-81.
- William M. Denevan, "The Pristine Myth: The Landscape of the Americas in 1492." *Annals of the Association of American Geographers* 82.3 (1992), pp. 369-85.
- Kat Anderson, *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources*. Berkeley/Los Angeles, University of California Press, 2005.

Reference:

- Deborah A. Miranda, "Teaching on Stolen Ground." In Sinor, Jennifer, and Rona Kaufman. *Placing the Academy: Essays on Landscape, Work, and Identity*. Logan, Utah: Utah State University Press, 2007: 169-187.
- Leanne Betasamosake Simpson, *We Have Always Done: Indigenous Freedom through Radical Resistance*. University of Minnesota Press, 2017. "Land as Pedagogy" chapter.
- Rozanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*, Boston, Beacon Press, 2014.

Week 9 (Oct 20): AMERICAN IDEALS: Landscape Democracy + Reform (Jefferson to Olmsted)

DUE: III. Landscapes of Power: Rewriting Histories

Required Reading (~80pp):

- Leo Marx, *The Machine in the Garden, Technology and the Pastoral Ideal in America*, London, Oxford, 1962, pp. 116-144.
- Anne Whiston Spirn, "Constructing Nature: The Legacy of Frederick Law Olmsted," in William Cronon, ed., *Uncommon Ground: Rethinking the Human Place in Nature*, New York, Norton, 1996, pp. 91-113.
- Matthew Gandy, "Symbolic Order and the Urban Pastoral," *Concrete and Clay: Reworking Nature in New York City*, Cambridge, MIT Press, 2002, pp. 77-114.

Reference:

- Roy Rosenzweig and Elizabeth Blackmar, *The Park and the People, A History of Central Park*, New York, Cornell, 1992.
- Frederick Law Olmsted, "Public Parks and the Enlargement of Towns" (1870) in S.B. Sutton, ed., *Civilizing American Cities*, New York, Da Capo, 1997, pp. 52-99.
- Robert Smithson, "Frederick Law Olmsted and the Dialectical Landscape," (originally in *Art Forum* 1973) in Nancy Holt, ed., *The Writings of Robert Smithson*, New York University, 1979, pp. 117-128 (will be required for ARCH 545).
- Greg Hise and William Deverell, *Eden by Design: The 1930 Olmsted-Bartholomew Plan for the Los Angeles Region*, Los Angeles, University of California, 2000.

Week 10 (Oct 27): Landscape + Ecology

LECTURES: (1) Transcendentalism + American Wilderness, (2) Regionalism + Ecological Planning, (3) Regional Landscapes of the New Deal

Required Reading [ABH will reduce] (~80pp):

- **Might be substituted by another Thoreau reading:** Henry David Thoreau, "Walking" (1862) *Excursions*, Boston, Houghton, Mifflin, 1892, pp. 161-177.
- William Cronon, "The Trouble with Wilderness," *Uncommon Ground: Rethinking the Human Place in Nature*, New York, Norton, 1996, pp. 69-90.
- Carolyn Merchant, *The Death of Nature: Women, Ecology and the Scientific Revolution*, 2nd edition, New York, Harper & Row, 1990, pages TBD.
- Lynne Horuichi, "Architects at War: Designing Prison Cities for Japanese American Communities," in *Design and Diversity*, New York, Routledge, 2016, pp. 101-117.
- Ian McHarg, "An Ecological Method for Landscape Architecture," *Landscape Architecture* 57/2 (1967), pp. 105-107.

Reference:

- Elise Lemire, *Black Walden: Slavery and Its Aftermath in Concord, Massachusetts*, University of Pennsylvania Press, 2009.

- Jedediah Purdy, "In Defense of Thoreau," *The Atlantic* (October 20, 2015): <https://www.theatlantic.com/science/archive/2015/10/in-defense-of-thoreau/411457/>
- Dorceta Taylor, *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*, Duke University Press, 2016.
- Mark David Spence, "Introduction" and "Yosemite Indians and the National Park Ideal, 1916-1969" in *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*, Oxford University Press, 1999, pp. 1-20 and 115-132.

Week 11 (Nov 3 ELECTION DAY): Spain, Mexico and the American West

LECTURES: (1) Colonialism and the California Landscape, (2) The Landscapes of Los Angeles: A Social and Environmental History

Required Reading:

- **Colonial History:**
- Elizabeth Bruenig, "Junipero Serra's Sins" *New York Times*, August 18, 2020: <https://www.nytimes.com/2020/08/16/opinion/junipero-serra-catholic-saint.html>
- King Phillip II of Spain, "Laws of the Indies" (excerpts), in *Cruelty & Utopia: Cities and Landscapes of Latin America*, edited by Jean-François Lejeune, New York, Princeton Architectural Press, 2005, pp. 18-23.
- Jean-François Lejeune, "Dreams of Order: Utopia, Cruelty, and Modernity," in *Cruelty & Utopia: Cities and Landscapes of Latin America*, edited by Jean-François Lejeune, New York, Princeton Architectural Press, 2005, 31-42.
- **Social + Environmental Histories of Los Angeles [ABH to choose]:**
- Reyner Banham, *Los Angeles: The Architecture of Four Ecologies*, London, Allen Lane, 1971.
- John McPhee, "Los Angeles Against the Mountains," in W. Deverell and Greg Hise, eds, *Land of Sunshine: An Environmental History of Metropolitan Los Angeles*, Pittsburgh, University of Pittsburgh, 2005, pp. 179-200.
- Mike Davis, *The Ecology of Fear: Los Angeles and the Imagination of Disaster*, Vintage Books, 1999.
- Greg Hise, "Identity and Social Distance in Los Angeles" *Landscape Journal* 26/1 (2007), pp. 145-60.
- Eric Avila, "East Side Stories: Freeways and Their Portraits in Chicano L.A.," *Landscape Journal*, 26/1 (2007), pp. 83-97.
- Wendy Cheng, "The Changs Next Door to the Diazes: Suburban Racial Formation in Los Angeles's San Gabriel Valley," *Journal of Urban History* 39 (January 2013), pp. 15-35.

Reference:

- Elizabeth Kryder-Reid, *California Mission Landscapes: Race, Memory, and the Politics of Heritage*. 3 edition. Minneapolis, Univ Of Minnesota Press, 2016.
- Laura Pulido, (2000). "Rethinking environmental racism: White privilege and urban development in Southern California." *Annals of the Association of American Geographers*, 90/1, pp. 12-40.
- Don Mitchell, *The Lie of the Land: Migrant Workers and the California Landscape*, Minneapolis, University of Minnesota Press, 1996.
- Eric Avila, *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles*, University of California, 2004.

Week 12 (Nov 10): Race, Landscape + American Urbanization (including suburbanization in the age of white flight)

DUE: Site Approval for IV. Cultural landscape study: Unwritten Histories

Required Reading [ABH will reduce]:

- Dianne Harris, "Making Your Private World: Modern Landscape Architecture and *House Beautiful*," in *The Architecture of Landscape, 1940-1960*, Marc Treib, ed., Philadelphia, University of Pennsylvania, 2002, pp. 180-205.
- "America's Cities Were Designed to Oppress" Bryan Lee *Citylab*, (2020), <https://www.bloomberg.com/news/articles/2020-06-03/how-to-design-justice-into-america-s-cities>
- WATCH: "The Pruitt Igoe Myth" (Unicorn Stencil, 2011): https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043338426403731
- "Crisis in Levittown," (1957), https://archive.org/details/crisis_in_levittown_1957

- Alison B. Hirsch, "From Open Space to Public Space: Activist Landscape Architects of the 1960s," *Landscape Journal* 33, 2 (Winter 2014), pp. 173-194

Reference:

- Dianne Harris, *Little White Houses : How the Postwar Home Constructed Race in America*. Architecture, Landscape, and American Culture Series. Minneapolis, University of Minnesota Press, 2013.
- Douglas Massey and Nancy Denton, "The Construction of the Ghetto," *American Apartheid: Segregation and the Making of the Underclass*, Harvard University Press, 1993, pp.17-59.
- M. T. Fullilove & R. Wallace, "Serial forced displacement in American cities, 1916-2010," *Journal of Urban Health*, 88/3, pp. 381-389.
- Paige Glotzer, *How the Suburbs Were Segregated : Developers and the Business of Exclusionary Housing, 1890–1960*, Columbia Studies in the History of U.S. Capitalism. New York, Columbia University Press, 2020.
- Andrew Wiese, "The House I Live In: Race, Class, and African American Suburban Dreams in the Postwar United States," in Kevin Kruse and Thomas J. Sugrue, eds, *The New Suburban History*, University of Chicago, 2006, pp. 99-119.
- Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America*, Economic Policy Institute, 2017.

Week 13 (Nov 17): Gardens of Resistance / Landscapes as Resistance

Required Reading [ABH to reduce]:

- Monica M. White, "'A Pig and a Garden': Fannie Lou Hamer and the Freedom Farms Cooperative," *Food and Foodways* 25/1 (January 2, 2017), pp. 20–39.
- Dianne D. Glave, "'A Garden So Brilliant with Colors, So Original in Its Design': Rural African American Women, Gardening, Progressive Reform, and the Foundation of an African American Environmental Perspective," *Environmental History* 8/3 (2003), pp. 395-411.
- hooks, bell. "Touching the earth," in D. L. Barnhill, ed, *At home on the earth: Becoming native to our place*, Berkeley, University of California Press, 1999, pp. 51-56.
- **PAGES TBD:** Thaisa Way, *Unbounded Practice: Women and Landscape Architecture in the Early Twentieth Century*, Charlottesville, University of Virginia, 2009.
- Roberto Burle Marx, "A garden style in Brazil to Meet Contemporary Needs with Emphasis on the Paramount Value of Native Plants," *Landscape Architecture* 44/4 (July 1954), pp. 200-208.

Reference:

- Dianne D. Glave, *Rooted in the Earth: Reclaiming African American Environmental Heritage*, Chicago, Lawrence Hill Books, 2010.
- Paul Mullins, "Gardens in the Black City: Landscaping 20th-Century African America" Blog *Archaeology and Material Culture*, July 19 2015; <https://paulmullins.wordpress.com/2015/07/19/gardens-in-the-black-city-landscaping-20th-century-african-america/>
- George Lipsitz, "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape," *Landscape Journal* 26/1 (2007), pp. 10-23.
- Louise Mzingo and Linda Jewell, *Women in Landscape Architecture: Essays in History and Practice*, Jefferson (NC), McFarland, 2011. [Tankard, Lawson].

DUE: DECEMBER 7th - IV. Cultural landscape study: Unwritten Histories

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

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dps.usc.edu

Non-emergency assistance or information.