LAR 202: Origins of Landscape Development: Online Class

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Summer 2023
Office hours: by appointment

URI Land Acknowledgement Statement: We affirm that Rhode Island is the traditional homelands of the Narragansett, Niantic Eastern, Nipmuc, Pequot, and Wampanoag nations. The land upon which the University of Rhode Island Kingston Campus sits is the traditional land of the Narragansett people. As members of the University community who occupy this land, we bear responsibility for recognizing and responding to the genocide and forced removal of Indigenous nations perpetrated by colonial settlers, and we express gratitude and appreciation to those whose territory upon which we reside.

COURSE SYLLABUS

DESCRIPTION
This course examines the historic development of human influence on the landscape. Emphasis is placed on recognition of principles of design inherent in specific examples of the cultural landscape. Public and private space, urban space, gardens, estates, parks, housing sites, and urban centers will be examined in reference to social, cultural, ecological, strategic, economic and global influences.

COURSE LEARNING OBJECTIVES

Theory, knowledge, and analysis enable student enrolled in this general education class to develop a knowledge of design theory, the interrelationships among people, places and natural systems and the role of landscape design and landscape architecture. Expected outcomes:

- Identify concepts, terms and facts related to the development of cultural landscapes
- Recognize and differentiate the interrelationship of historic periods and design precedents.
- Demonstrate an understanding of the development of landscape design theory as a direct result of external forces on human attitudes. Examples of this include the impact of social history and philosophy on garden design; and the transition of artistic expression from religious and mathematical form to gardens of artists, poets, architects and scientists.
- Recognize and appreciate the diversity of human cultures and their relationships over time to local, regional and international movements in the arts, humanities na science.
- Observe and articulate how time, culture and environmental change have influenced evolution of the designed landscape.
- Recognize, comprehend and communicate the historic continuum of landscape development (i.e. how one design period influenced another).
- Understand the interconnectedness of historic periods and precedents and their impact on the global landscape.
- Establish an understanding of global histories and cultures and how these elements influence contemporary issues in landscape development.
REQUIRED READINGS will be available for you on our Brightspace class site. There is no required text book.

STUDENT PERFORMANCE REQUIREMENTS

This class will meet in person for 3 meetings and the rest of the time be an asynchronous online class structured around weekly lecture presentations. Students should view the lectures videos and download and use the lecture notes that are provided to you in our Brightspace folders. These notes form the foundation of the class, to which you can add your own notes. Students are expected to read the required readings.

DESCRIPTIONS OF ASSIGNMENTS

- **Reading Assignments**: Readings are posted in Brightspace supplementing the content of the material covered in the week’s class and quiz.
- **Brief responses**: There will be 5 responses to complete in Brightspace.
- There will be 5 quizzes with multiple choice and true/false questions. The quiz questions will come from your lecture notes and our lectures.

METHODS OF EVALUATION

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<tr>
<th>GRADING:</th>
<th>ASSIGNMENT of LETTER GRADES:</th>
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<tr>
<td>5 Brief responses 25%</td>
<td>A  95% or greater</td>
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<tr>
<td>5 quizzes 75%</td>
<td>A- 90%-94.9%</td>
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<tr>
<td>Total 100%</td>
<td>B+ 87%-89.9%</td>
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POLICIES

*Email Communication:*
I have a 48-hour turn-over policy to respond to email. Please only use my URI email listed above.

*Academic Honesty and Integrity:*
URI’s Student Handbook, [http://web.uri.edu/studentconduct/files/2015-2017-Student-Handbook.pdf section on integrity-pg 11-12](http://web.uri.edu/studentconduct/files/2015-2017-Student-Handbook.pdf) provides guidelines concerning academic honesty in this regard. Please note the following: Students are expected to be honest in all academic work. A student’s name on any written work or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study.

*Standards of Behavior:*
Students are expected to treat faculty and fellow classmates with dignity and respect. Students are responsible for being familiar with and adhering to the published “Student Code of Conduct” which can be accessed in the University Student Handbook ([https://web.uri.edu/studentconduct/student-handbook/](https://web.uri.edu/studentconduct/student-handbook/)).
**Class Attendance:**
Students are expected to attend and keep up with class. Occasionally, students may miss class activities due to illness, severe weather, or sanctioned University events. Also, it is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must inform each instructor and discuss options for missed classes or examinations. See [Sections 8.51.11 – 8.51.14 of the University Manual](#) for policy regarding make-up of missed class or examinations.

**Incomplete:**
URI policy on Incompletes: “Incomplete” grade is reserved for people who are passing the course, but are unable to finish the requirements by semester’s end. This primarily applies in the event of an extensive, medically validated absence.”

**Extra Work/Make-Up Work:**
Your grade for this class is based on your attendance, brief responses, and quiz grades. There will not be opportunities for make-up work.

**ANTI-BIAS STATEMENT:**
We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

**Disability Services for Students Statement:** Your access in this course is important. Please send me your Disability Services for Students (DSS) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DSS, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DSS can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dss@etal.uri.edu. We are available to meet with students enrolled in Kingston as well as Providence courses.

**Academic Enhancement Center (for undergraduate courses):** Located in Roosevelt Hall, the AEC offers free face-to-face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses by appointment online and in-person. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, uri.edu/aec.

- **STEM Tutoring** helps students navigate 100 and 200 level math, chemistry, physics, biology, and other select STEM courses. The STEM Tutoring program offers free online and limited in-person peer tutoring this spring. Undergraduates in introductory STEM courses have a variety of small group times to choose from and can select occasional or weekly appointments. Appointments and locations will be visible in the TutorTrac system beginning on January 26th, 2021. The TutorTrac application is available through URI Microsoft 365 single sign-on and by visiting aec.uri.edu. More detailed information and instructions can be found at uri.edu/aec/tutoring.
• **Academic Skills Development** resources help students plan work, manage time, and study more effectively. In Spring 2021, all Academic Skills and Strategies programming are offered both online and in-person. UCS160: Success in Higher Education is a one-credit course on developing a more effective approach to studying. Academic Consultations are 30-minute, 1-1 appointments that students can schedule on Starfish with Dr. David Hayes to address individual academic issues. Study Your Way to Success is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For more information on these programs, visit uri.edu/aec/academic-skills or contact Dr. Hayes directly at davidhayes@uri.edu

• **The Undergraduate Writing Center** provides free writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Spring 2021 services are offered through two online options: 1) real-time synchronous appointments with a peer consultant (25- and 50-minute slots, available Sunday - Friday), and 2) written asynchronous consultations with a 24-hour turn-around response time (available Monday - Friday). Synchronous appointments hosted by WC Online are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View the synchronous and asynchronous schedules and book online, visit uri.mywconline.com.

**Accessibility Requirements:** To ensure that we are supporting the success of all students, course materials need to be accessible (e.g., videos, audio recording, texts, etc.) in face-to-face, blended and fully online courses. The Office of Disability Services for Students provides resources for faculty and staff. The Office for the Advancement of Teaching and Learning also has resources available: https://web.uri.edu/teachonline/basics-of-accessibility-online/.

ITS Instructional Technology and Media Services provides information and support about captioning video content. Adding captioning to video content is an essential step in making videos accessible to all viewers – especially for learners who are deaf or have low hearing. Captions are also shown to increase comprehension for students whose native language is different from what is spoken in the video.
## ORIGINS of LANDSCAPE DEVELOPMENT COURSE SCHEDULE
(Subject to change)

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<tr>
<th>Wk</th>
<th>Topics</th>
<th>Assignments</th>
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| 1  | The Shaping and Meaning of Place: Ancient Origins: Neolithic, Egypt, Greece and Rome.  
Content of Quiz 1 | • Read/add to class notes and assigned readings posted on Brightspace  
• Brief response 1: Genius Loci  
• Quiz 1 |
| 2  | Post Classical Period: European Middle Ages; Moorish Influence  
China and Japan: Middle Ages and 15th Century  
Content of Quiz 2 | • Read/add to class notes and assigned readings  
• Brief response 2: Three Big Ideas  
• Quiz 2 |
| 3  | Early Modern Period: Italian Renaissance Piazzas, Villas, Urban  
Space  
French Renaissance  
Content of Quiz 3 | • Read/add to class notes and assigned readings  
• Brief response 3: Haiku poems  
• Quiz 3 |
| 4  | 17-18th Century English Landscape; Age of Revolutions: 19th Century England,  
Garden City  
U.S. Landscape Origins and 19th Century U.S.  
Content of Quiz 4 | • Read/add to class notes and assigned readings  
• Brief response 4: Tulip Mania!  
• Quiz 4 |
| 5  | A New Landscape Aesthetic: Modern, Post-Modern Periods  
20th-21st Century U.S  
The Weaving of Place and People:  
Content of Quiz 5 | • Read/add to class notes and assigned readings  
• Brief response 5: American Progress  
• Quiz 5 |