

# ENVI 294

## The History of Designed Space



Professor:

**Tony Siebenaler-Ransom**

Dept of Environmental Studies

Office: Olin-Rice 248

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Please call me "Tony" or if you are feeling more formal, you can call me Professor S-R.

### Drop-in Office Times:

I will be in my office from 1:00-2:00 on MWF. You can stop by and chat about anything during that time - related to class or not! I can also be available other times, just email me to set up a time to talk.

**Olin-Rice 243**

**M · W · F 2:20 - 3:20**

## ● COURSE FOCUS

● The approach is to do a very quick and broad survey --starting with neolithic landscape sites and bringing us up to about the year 2000. It's a big distance to cover, so we will move pretty fast. To offset the quickness of this approach, we will investigate specific locations and timeframes to get a better understanding of how the forces of design theory, culture, and politics impacted the approach to landscape development and design.

Specifically, we will spend time with the ancient Greeks, the Japanese Muromachi Period, Renaissance Italy, the French (during the reign of Louis XIV), Picturesque England, Colonial America, Napoleon III's Paris, the National Park System, Modernism, Postmodernism, Post-industrialism, and whatever we are calling the last couple decades.

Additionally, we will attempt to explore the challenges presented by privileged historical narratives and also try to understand what personal perspectives we bring with us to the discussion and as designers.

The desired takeaways from the class are familiarity with the main concepts and locations discussed, the theories that shaped thinking about place-making in these different time periods and cultural settings, and as the high-water mark of these ideas receded what was left behind in the debris that influenced the world we live in—for better or for worse.

● **tl;dr - We're going to talk about and look at pictures of old stuff.**

1. We'll start at "Once upon a time" and end about y2k.
2. Why should I care?
3. How'd the cool, old stuff get built?
4. Lots of dead, rich, mostly white men.
5. Why it's a problem that we only talk about them.
6. We will explore other cultures' historical landscapes.
7. We will discuss why that is difficult to do.
8. Does anybody even think/design this way anymore?

## COURSE GOALS:

By the conclusion of this class students will...

01.

Explore and reflect on personal valuation of landscape. Students will develop an understanding of their own valuation framework.

02.

Students will encounter an extensive list of historical sites and features, and social/cultural/political influences from different historical periods in from multiple parts of the world.

03.

Develop a knowledge base of design tools, theories, and forces that influenced and guide design and development.

04.

Students will develop a familiarity with the lexicon of commonly used landscape design and architectural terminology.

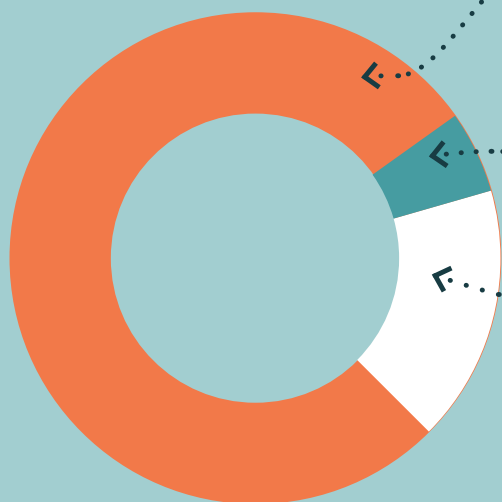
05.

Students will develop a familiarity with the lexicon of commonly used landscape design and architectural terminology.

06.

Exploration of non-western historical placemaking and discussion of the challenges of unbiased evaluation will be key engagement points.

## COURSE WORK:



D.R.E.s

80%

There are several readings, websites, podcasts, or videos assigned for each day of the semester. You will select an engagement from one of 6 options and upload your work to canvas

MID-TERM

5%

You will have a one question (essay, >1 page) take home mid-term test.

FINAL TEST

15%

The final will be a take home test that will be handed out on the last day of class, Monday, April 29. We will use that last class period for any questions about the test. It will consist of 10 essay questions, of which you will select 5 to answer. It will be due by end of day Monday, May 6th.

## WEEKLY CLASS FORMAT

**Mondays** will be lecture to introduce the topic. I will often reference some of the same ideas and ask questions about concepts covered in the readings, so don't ignore the readings due Monday simply because we won't have a larger class discussion around them that day-- plus, there will be D.R.E.s due that day.

**Wednesdays** will be a hybrid of both lecture and discussion. Often we won't get through the whole topic on a Monday, or will have a second focus for the week and will need to spend part of the class period with a lecture. The remainder of the class will be a discussion around the topic with chances to ask questions that aren't necessarily or directly pulled from the readings.

**Fridays** will be discussion days, focused on your reactions and thoughts about the readings. We will use your DRE responses for the readings and often break into groups to discuss. There will then be a larger class discussion around what has come up between the lectures and the readings that need clarification, have raised additional questions or are just conversations of interest related to the topic.

## COURSE TEXTBOOK

There is no required textbook for this class. All of the readings will be accessible through Moodle. If you have trouble accessing any of the PDFs or need them in an alternative format please let me know.



Our Moodle site is not just a crucial resource, but is also our primary point of contact for this class - any announcements will be posted here first.

All of our readings and an approx schedule, as well as links to all of our readings and assignments

Please familiarize yourself with the Moodle site and let me know promptly if you have any questions or run into any problems. If you can't access something, it is likely no one else can either!

## ASSIGNMENT OVERVIEW:

### 01. Daily Reading Engagement.

A brief response to the required readings for each day of class. See next page for details.

### 02. Take-home mid-term essay Exam.

You will have a one question (essay, >1 page) take home mid-term test. This will be an example of what to expect in the final, just with more questions.

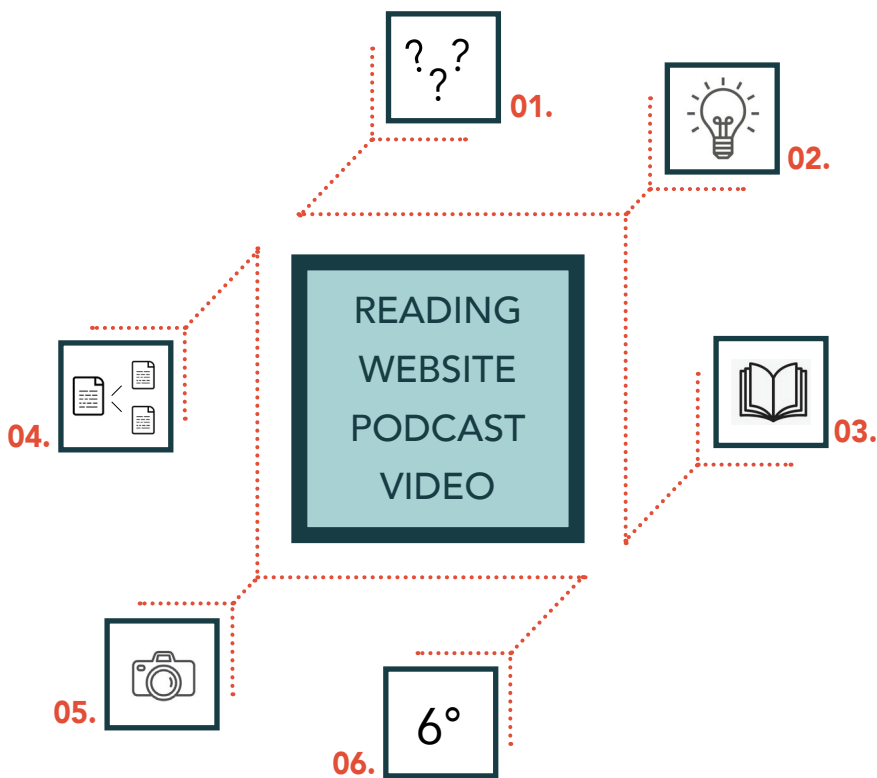
**03. Take Home Final.** The final will be given out on the last day of class. It will be worth one letter grade, if completed to a 'B' level of work. It will consist of essay questions developed around the course goals and primarily focused on evaluating what we have covered in the class about how the history of designed spaces still has implications today. It is open book, open note, open internet. It is not open classmate or AI generated. If you have a 'B' in the class (see D.R.E.s), completing the final will give you an 'A'.



## INCOMPLETES

Macalester College strongly discourages assigning incomplete grades and students have been requesting them more frequently in the past two semesters.

Unless a majority of assigned work has already been submitted, an incomplete will not be given. If extenuating circumstances arise, I will direct you to the Dean of Students, and I will consider the Dean's advice when making decisions about incompletes.



## D.R.E. RESPONSE OPTIONS

01. After reading the article, what 3 questions have come up about the piece that you would want to discuss in class?
02. What was the most interesting information you encountered in the piece you read or was something that you were not aware of before reading the article?
03. What are 3 adjacent topics/discussions that you now want to search out to better connect the topic?
04. Can you find 2 other books/sources that talk about the same topic? When were they published?
05. Have you visited any of the places in the readings? What were your thoughts about the place before you read this?
06. Six degrees of separation. What is something in our contemporary built environment that you think directly relates to this design idea/style?

## WHAT IS A D.R.E.?

D.R.E. stands for Daily Reading Engagment and makes a cool, easy to remember acronym. After you have read one of the assigned readings, you will select one of the 6 options listed above as a way of engaging with our daily readings.

These will be submitted on Moodle and will be tallied at the end of the semester and the number of them submitted will equal your grade based on the totals below.

- 40 D.R.E.s will get you a B-
- 30 D.R.E.s will get you a C.
- 20 D.R.E.s will get you a C-

These don't need to be very long (only a paragraph), but they should be thoughtful and reflective and demonstrate that you read the piece and, well... engaged with it! (there are examples of good and bad work on the assignment sheet on Moodle).

They are due the day the reading is assigned, **but before class**-- so DREs for Monday's readings need to be submitted before 2:20 on that Monday.

If you get behind and turn them in a little late, like Valentine's Day candy on Feb 15th they are 50% off and will only count as ½ D.R.E.

Additionally, there are 2 sections to the semester. (B.S.B. and A.S.B.) D.R.E.s need to be turned in during the section for which the readings are assigned-- so get the Section 1 D.R.E.s in before we have started Section 2. After we have moved to the new section they are no longer available for credit.

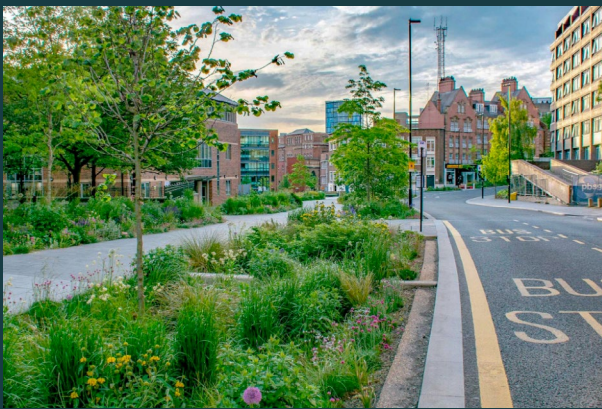
The max you can have of any one option is 20, so you must have at least half of them spread across the other options as well.

**DO NOT PUT THEM OFF!**

You **do not** have to do one each day, however, if you wait you cause yourself a headache and there may not be enough readings for you to catch up.

The "Daily" in the name isn't just to help make a good acronym. If you do one D.R.E. per class period, you would have 39 at the end of the course. There may, however, be a few classes where we have no assigned readings, because I'm a nice professor.





## ATTENDANCE

Attendance plays an essential role in learning; you are warmly invited, encouraged, and expected to attend all class meetings. Attendance will be important not only for your learning, but also for our ability to build a community together and maintain a sense of connection and commitment to one another during the semester. Your presence in class matters.

I recognize that there are unavoidable circumstances that sometimes make it impossible for you to attend class. If you will not be in class for any reason, it is your responsibility to inform me in advance via email. Students with disabilities should discuss their accommodations with me early in the course to work out a plan that aligns with maintaining course expectations and goals.

Students with any concerns, questions, or need for consideration for flexibility should connect with me as soon as possible to determine an appropriate plan.

## PARTICIPATION

Participation is distinct from attendance and is also an essential part of this course. In-class discussions, in-class workshop participation will be factored into your grade. Engaging with the classroom space — including by helping to create an environment where all of us can learn and think well about one another — will also be factored into participation.

It is important to remember that we all have different styles of expression. There can be a lot of anxiety around suggesting or sharing something in an open forum and I understand that. Participation doesn't always mean being the first to raise a hand or even offering the perfect answer. At the front of the room I can see engagement that isn't just verbal.

If you have not been able to participate in a class discussion for any reason but want to demonstrate your active engagement, send me an email after class with a comment or an idea you would have liked to share, but were not able to during class.

## DISCREPANCY

If you notice any discrepancy in assignment totals or math errors, please notify me immediately. Assignments are much easier to track down in a week or two rather than at the end of the semester. If there is a problem with Moodle tracking submissions, we want to figure it out ASAP.

## LIBRARY

Working to integrate the disciplinary literature into your research can be a complex process. Consulting with the research and instruction librarians for the discipline(s) in which you are studying will save you time and help you discover better, more scholarly sources. You can make an appointment using the Ask Us page on the library website or email your librarian(s) directly.

## HEALTH & WELL-BEING

Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career here. Investing time into taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, financial, etc., and how they can have an academic impact. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset and need a break. Please do what is necessary so long as it does not impede your or others' ability to be mentally and emotionally present in the course. Outside of the classroom, sleep, moving your body, and connecting with others can be strategies to help you support your personal sustainability at Macalester. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from other resources listed below.

### Laurie Hamre Center for Health & Wellness

Leonard Center Room 53, 651-696-6275

(call to make an appointment).

Follow *macalesterhwc* on Instagram.

[www.macalester.edu/healthandwellness/](http://www.macalester.edu/healthandwellness/)

## TITLE IX & SEXUAL MISCONDUCT

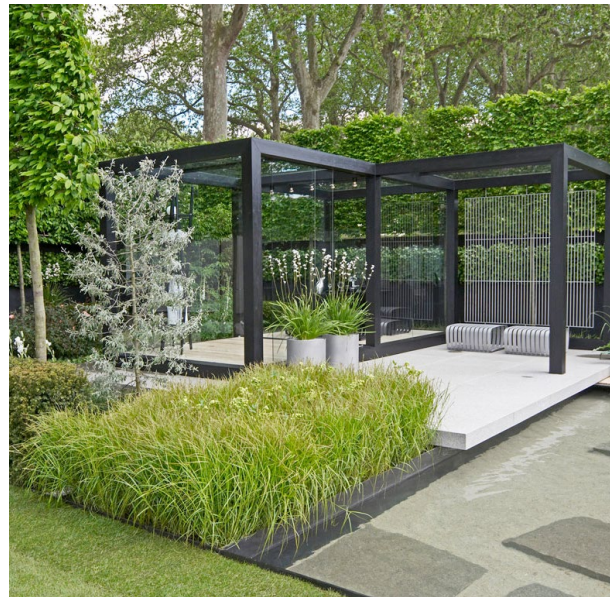
Macalester is committed to providing a safe and open learning and living environment for all students, staff, and faculty. Any community member experiencing sexual harassment, sexual violence, relationship violence, or stalking, is encouraged to seek help and support.

Please be aware that as a faculty member, it is my responsibility to report disclosure about sexual harassment, sexual misconduct, relationship violence, and stalking to the Title IX Office. The purpose of this report is to ensure that anyone experiencing harm receives the resources and support they need. I will keep this information private and it will not be shared beyond this required report.

You may also contact Macalester's Title IX Coordinator directly (phone: 651-696-6258 ; e-mail: [titleixordinator@macalester.edu](mailto:titleixordinator@macalester.edu)); she will provide you with supportive measures, resources, and referrals. Additional information about how to file a report (including anonymously) is available on the Title IX website.

If you prefer to speak with someone confidentially, or need 24/7 support, there are resources available on- and off-campus to assist you:

**Counseling Services at the Hamre Center** – Free, Urgent, Phone Counseling is available to Macalester students anywhere in the world, 24/7/365. 651-696-6275, then press or say option 2 when prompted.



# TENTATIVE SCHEDULE

Week

## 01. SYLLABUS & INTRODUCTION

F Introduction Lecture

## 02. PERCEPTION IN THE LANDSCAPE

M Perception, Theory, and Society

W Whose History?

F Discussion

## 03. PARADISE IN THE LANDSCAPE

M Mythology + Agriculture

W Deluge, Dragons, & Eden

F Discussion

## 04. PERFECTION IN THE LANDSCAPE

M Greek mythology, tech, and temenos

W Persian & Islamic Gardens

F Discussion

## 05. LOOKING EAST

M Chinese Landscape Gardens

W Japanese Tea Gardens

F No Class

## 06. PRINTING PRESS IMPACT IN THE LANDSCAPE

M Renaissance Urban Place-making

W WWI, Bauhaus

F Discussion

## 07. POWER + POLITICS IN THE LANDSCAPE

M French Grand Style

W English Picturesque

F Discussion

## 08. PLSS IN THE LANDSCAPE

M Colonial America: Urban and Rural

W TJeff + PLSS

F Discussion

## 09. PAUSE - SPRING BREAK - NO CLASS

## 10. PARIS IN THE LANDSCAPE

M Pont Neuf, + Baron Haussmann

W Birth of the modern city

F Discussion

## 11. PARKS + PRESERVATION IN THE LANDSCAPE

M Olmsted, National Parks, Jekyll, Ecology

W City Beautiful, Garden City, Burnham, Planning

F Discussion

## 12. PROTO - MODERN + MODERNISM IN THE LANDSCAPE

M FLW, Jens, Farrand, Bauhaus, Corbusier

W Kiley, Eckbo, Church, Burle Marx, etc

F Discussion

## 13. POLICY IN THE LANDSCAPE

M Regional planning, McHarg, ecological design

W EPA, EIS, Zoning, Suburban form

F Discussion

SECTION 1

SECTION 2

# DISABILITY SERVICES

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, chronic medical conditions, visual, mobility, and hearing disabilities.

The earlier in the semester that you connect with me about any accommodations the better I am able to integrate the necessary changes into the course.

If you have a disability, please meet with Disability Services to get me the documentation early in the semester for us to discuss your accommodation plan.

If you have not yet obtained a plan or are unsure if you have a disability that requires accommodation, please contact them: [disabilityservices@macalester.edu](mailto:disabilityservices@macalester.edu), or call 651-696-6275.

## MAX CENTER

The MAX Center is Macalester's academic resource center. Take full advantage of any and all of the excellent resources they provide there, as they are committed to supporting all students to succeed at Macalester.

## ACADEMIC INTEGRITY

Plagiarism is the presentation of others' thoughts, ideas, or words as your own, and it violates Macalester College's expectation that all members of the community act with academic integrity. For help avoiding plagiarism, visit the Library's Academic Integrity materials here: [www.macalester.edu/library/academicintegrity/](http://www.macalester.edu/library/academicintegrity/)

Academic dishonesty erodes the basic foundations of higher education: exchange, debate, and the thoughtful consideration of what we know, how we know it, and why it matters. It has no place at Macalester or in this course.

Find Macalester's academic integrity policy here: [www.macalester.edu/academicprograms/academicpolicies/academicintegrity/](http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/)

**14. POST-MODERNISM IN THE LANDSCAPE**

- M : Haag, Schwartz, post-industrial landscapes
- W : What does
- F : Discussion

**15. PRESENT TENSE IN THE LANDSCAPE**

- M : How does any of this shape our spaces?
- W : Current design methodologies
- F : Discussion

**16. EPILOGUE**

- M : Last day of class - *Take home final given.*
- W : *Take home final due by 11:59 p.m. Mon, May 6.*

**INCLUSIVE CLASSROOM**

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion.

You are also expected to listen respectfully to other students and to any guests or the professor.

Macalester considers diversity as indispensable to its academic excellence and the holistic development of its students and is committed to providing a safe climate for all students, faculty, and staff.

All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. In our university community, our commitment to diversity means including, welcoming and supporting the people who live, work and study here. All provide a university experience rich in perspectives and opportunities to learn from one another.

Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class.

