

LAA 2710  
History of Landscape Architecture  
UF Department of Landscape Architecture  
Fall 2023

## SYLLABUS

### I. General Information

---

CLASS MEETINGS: 100% In-Person, Tuesdays Periods 4-5 (10:40 AM – 12:35 PM) and Thursdays Period 4 (10:40 AM – 11:30 AM)  
LOCATION: RNK 0230  
CREDITS: 3 Credits  
INSTRUCTOR: Nicholas Serrano, Ph.D.  
Office Location: ARCH 430  
Office Hours: Wednesdays 8:00-10:00 AM  
[nicholas.serrano@ufl.edu](mailto:nicholas.serrano@ufl.edu)

### COURSE DESCRIPTION

Landscape architecture is the art and science of arranging functions and spaces within the ecology of the land and the culture of the humans who inhabit it. This course surveys the history of humans as it is expressed in such diverse areas as urban form, community planning, gardens, parks and recreational areas, agricultural patterns and land management. Students will learn, engage with, and prove mastery of the material through lectures, class discussions, assignments, and learning assessments.

### PREREQUISITE KNOWLEDGE AND SKILLS

None.

### REQUIRED READINGS AND WORKS

John Dixon Hunt, *A World of Gardens*. London, Reaktion Books, 2012. ([Available through UFL Libraries here.](#))

## II. Student Learning Outcomes (SLOs)

---

At the end of this course, students will be expected to have achieved the following introductory and development course learning objectives (CLOs) under the program SLO headings as follows:

<b>CONTENT</b>
Humanities SLO: Students will identify, describe, and explain the history, underlying theory and methodologies used in the history of Landscape Architecture.
<b>LAA SLO 1</b> – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
LAA CLO 1 – Identify a range of creative, cultural, and historic approaches used to develop material, spatial, and temporal landscape compositions. (i)
LAA CLO 2 – Summarize broad concepts related to the history of landscape architecture that impact the built and natural environment. (d)
LAA CLO 3 – Recognize how behavioral sciences impact design decision making in landscape architecture.
LAA CLO 4 – Explain the differences between urban, community, and ecological planning and design within a historical context.
<b>SLO 3</b> – Apply ethical understanding to design decision-making.
LAA CLO 5- Describe ethical and professional principles and considerations as obligations to clients, communities, the public, and landscape environment. (d)
LAA CLO 6 - Explain the legal responsibilities, and the role of landscape architects in preserving and safeguarding human health, safety, and public welfare. (d)

<b>CRITICAL THINKING</b>
Humanities SLO: Students will identify and analyze key elements, biases and influences that shape thought within the history of Landscape Architecture. Approach issues and problems within the history of Landscape Architecture from multiple perspectives.
<b>LAA SLO 4</b> – Combine and analyze information from multiple sources to support design decision-making.
LAA CLO 7 – Describe the diverse social, cultural, economic, political, and scientific factors that shape the field of landscape architecture, both within North America and globally. (i)

<b>COMMUNICATION</b>
Humanities SLO: Communicate knowledge, thoughts and reasoning clearly and effectively.
<b>LAA SLO 5</b> – Produce professional visual, oral, and written communications.
LAA CLO 8 - Present professional written communications that clearly and concretely express ideas. (i)

(i = introduced, d=developing, c=competent)

## III. Graded Work

---

### DESCRIPTION OF GRADED WORK

In-class exercises (20% of total grade)

Students will complete a series of graded in-class exercises that will be conducted regularly throughout the semester. Exercises will not be announced in advance and students must be present to complete and get credit for the exercise.

Reflections (20% of total grade)

Students will complete a series of Reflections outside of class time and conducted on Canvas regularly throughout the semester. Exercises will be announced in-class and late submissions are subject to the guidelines below.

Learning Assessments (20% of total grade each)

Students will complete two in-class learning assessments during the semester and one during our scheduled final period. Learning assessments are cumulative and students must take them in-class when they are scheduled.

The graded work assesses the course learning objectives as follows:

Assessment	LAA 2710 – Course Learning Objectives (CLOs)							
	SLO 1				SLO 3		SLO 4	SLO 5
	1	2	3	4	5	6	7	8
In-class Exercises	X		X				X	
Outside Exercises		X	X		X	X	X	X
Learning Assessments	X	X		X	X		X	

**GRADING SCALE**

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%
B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

As per department policy, Landscape Architecture Majors must receive a C or better to move forward. Any grade lower than a C will require that the course be taken over again.

All student work may be retained and used by the Department of Landscape Architecture. Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.). If an assignment is required to be scanned, it must be scanned; photographs of assignments are not acceptable. If a multipage PDF is requested, do NOT submit each page as a separate PDF. It must be submitted as one file. Point deductions on the assignment may result from not following submittal directions or providing incorrect submittal or file formats.

Assignments are expected to be submitted at the beginning of class on the specified due date. The deadline is a hard deadline; no exceptions will be made for scanning, computer related issues, uploading, et cetera. Assignments are considered an additional day late every 24 hours from the due date. If no prior arrangement is made with the instructor for a late submittal, the maximum points that the student can earn for the assignment will be reduced by 2 points for every day it is late. Assignments are out of 100 points. Therefore, if a 100-point assignment is five days late, the maximum points that the student can receive for the assignment is 90 points (i.e., 90% of the total grade). If the student receives the equivalent grade of an 85% on the assignment, the student would receive 75 points (85 minus 10 points). Late assignments will be accepted up to five weekdays late. A grade of zero will be given until the assignment has been turned in.

Assignment submissions may be updated and re-uploaded to the Canvas site as needed prior to a submittal deadline. Once the deadline has passed for an assignment and a submission has been made, additional submittals are not guaranteed to be accepted. If the updated, late submittal is accepted, the entire submittal will be considered late and points will be deducted based on the date of the late submission. In addition, it is the student's responsibility to ensure that a submission is complete; missing items will not be given credit.

#### IV. Tentative Schedule

Week	Topics, Homework, and Assignments
Week 1 Aug. 22 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Course Introduction</li> <li>• <b>Required Readings:</b> Dell Upton, "Architectural History or Landscape History?" <i>Journal of Architectural Education</i> 44/4 (August 1991), pp. 195-199</li> <li>• <b>Assignment:</b> Reflection 1 due August 21<sup>st</sup>.</li> </ul>
Week 2 Aug. 27 <sup>th</sup> /29 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Origins</li> <li>• <b>Required Readings:</b> Hunt, "Sacred Landscapes from Delphi to Yosemite," pgs. 9-21.</li> <li>• <b>Assignment:</b> N/A</li> </ul>
Week 3 Sept. 3 <sup>rd</sup> /5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Greek and Roman Landscapes</li> <li>• <b>Required Readings:</b> Hunt, "Ancient Roman Gardens and their Types," pgs. 41-56.</li> <li>• <b>Further Readings:</b> P. Bowe, "The Evolution of the Ancient Greek Garden" <i>Studies in the History of Gardens and Designed Landscapes</i> 30, no.3 (2010):208-223; Alfred Frazer, "The Roman Villa and the Pastoral Ideal." In John Dixon Hunt. <i>The Pastoral Landscape</i>, 49-61. Washington DC: National Gallery of Art, 1992.</li> <li>• <b>Assignment:</b> Reflection 2 due Sept. 9<sup>th</sup></li> </ul>
Week 4 Sept. 10 <sup>th</sup> /12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Paradise Gardens</li> <li>• <b>Required Readings:</b> Hunt, "Islamic and Mughal Gardens" pgs. 57-82; Ruggles, D. Fairchild. "The Garden as Paradise." In <i>Islamic Gardens and Landscape</i>. (Philadelphia PA: University of Pennsylvania Press, 2008), pp. 89-101</li> <li>• <b>Further Readings:</b> God, <i>Genesis</i> 2, 8-14 and <i>Song of Solomon</i> 4, 12-16; Hunt, "Western Medieval Gardens: From Cloister to Suburban Backyard," pgs. 83-97</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Assignment:</b> N/A</li> </ul>
Week 5 Sept. 17 <sup>th</sup> /19 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Mesoamerican Landscapes</li> <li>• <b>Required Readings:</b> William M. Denevan, "The Pristine Myth: The Landscape of the Americas in 1492" <i>Annals of the American Association of Geographers</i> 82, issue 3 (1992): 369-385</li> <li>• <b>Assignment:</b> Learning Assessment 1 will be on September 19<sup>th</sup> and will cover material presented through September 12<sup>th</sup>.</li> </ul>
Week 6 Sept. 24 <sup>th</sup> /26 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Renaissance and Baroque Gardens and Landscapes</li> <li>• <b>Required Readings:</b> Hunt, "The Renaissance Recovery of Antique Garden Forms and Usages" and "The <i>Paragone</i> of Art and Nature in the Renaissance and Later," pgs. 98-130; Baridon, Michel. "The Scientific Imagination and the Baroque Garden." In <i>Studies in the History of Gardens and Designed Landscapes</i>, 18 (1998), pp. 5-19</li> <li>• <b>Further Readings:</b> Thomas E. Beck, "Gardens as a 'Third Nature': the Ancient Roots of a Renaissance Idea." In <i>Studies in the History of Gardens and Designed Landscapes</i> 22, no. 4 (Winter 2002), pp. 327-334</li> <li>• <b>Assignment:</b> N/A</li> </ul>
Week 7 Oct. 1 <sup>st</sup> /3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Landscape Garden</li> <li>• <b>Note:</b> Class on October 3<sup>rd</sup> will be virtual.</li> <li>• <b>Required Readings:</b> Hunt, "Leaping the Ha-ha; or, How the Larger Landscape Invaded the Garden" and "The Role of the 'Natural' Garden from 'Capability' Brown to Dan Kiley," pgs. 172-201</li> <li>• <b>Further Readings:</b> Ann Bermingham, "The Politics of the Picturesque" in <i>Landscape and Ideology</i>, Berkeley, University of California, 1989, pp. 73-83.</li> <li>• <b>Assignment:</b> Reflection 3 due Oct. 7<sup>th</sup></li> </ul>
Week 8 Oct. 8 <sup>th</sup> /10 <sup>th</sup>	<b>No Class: LA Field Trip Week</b>
Week 9 Oct. 15 <sup>th</sup> /17 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Landscapes of the Industrial Revolution</li> <li>• <b>Required Readings:</b> Hunt, "The Invention of the Public Park," pgs.241-256; Colin Fisher, "Nature in the City: Urban Environmental History and Central Park." <i>OAH Magazine of History</i> 25, No.4 (2011): 27-31; Thomas Fisher, "Frederick Law Olmsted and the Campaign for Public Health," <i>Places Journal</i>, November 2010. Accessed 07 Jan 2023. <a href="https://doi.org/10.22269/101115">https://doi.org/10.22269/101115</a></li> <li>• <b>Further Readings:</b> Schenker, Heath Massey. "Parks and Politics During the Second Empire in Paris." <i>Landscape Journal</i> 14.2 (Fall 1995), pp. 201-219;</li> <li>• <b>Assignment:</b> TBD</li> </ul>
Week 10 Oct. 22 <sup>nd</sup> /24 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> America as Landscape</li> <li>• <b>Required Readings:</b> Denis E. Cosgrove, "America as Landscape." In <i>Social Formation and Symbolic Landscape</i>, 161-188. Madison, WI: University of Wisconsin Press, 1998.</li> <li>• <b>Assignment:</b> N/A</li> </ul>

Week	Topics, Homework, and Assignments
Week 11 Oct. 29 <sup>th</sup> /31 <sup>st</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Beaux Arts and City Planning</li> <li>• <b>Required Readings:</b> TBD</li> <li>• <b>Assignment:</b> Learning Assessment 2 will be on October 31<sup>st</sup> and will cover material presented through October 24<sup>th</sup>.</li> </ul>
Week 12 Nov. 5 <sup>th</sup> /7 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Flex Week</li> <li>• <b>Required Readings:</b> TBD</li> <li>• <b>Assignment:</b> TBD</li> </ul>
Week 13 Nov. 12 <sup>th</sup> /14 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> 20<sup>th</sup> Century Landscapes</li> <li>• <b>Required Readings:</b> Hayden, Dolores. 2003. "Sitcom Suburbs" in <i>Building Suburbia: Green Fields and Urban Growth 1820-2000</i> (New York: Vintage Books), pp.128-153; Marc A. Weiss, "The Origins and Legacy of Urban Renewal," in <i>Urban and Regional Planning in an Age of Austerity</i>, eds. Pierre Gavel, John Forester, and William W Goldsmith (NYC: Pergamon Press, 1980), 53-80</li> <li>• <b>Further Readings:</b> Dianne Harris, "Making Your Private World: Modern Landscape Architecture and House Beautiful," in <i>The Architecture of Landscape, 1940-1960</i>, Marc Treib, ed., Philadelphia, University of Pennsylvania, 2002, pp. 180-205</li> <li>• <b>Assignment:</b> Reflection 4 due Nov. 18<sup>th</sup></li> </ul>
Week 14 Nov. 19 <sup>th</sup> /21 <sup>st</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Modernity and Modernism</li> <li>• <b>Required Readings:</b> Garrett Eckbo, "What Do We Mean by Modern Landscape Architecture?" in <i>Journal of the Royal Architectural Institute of Canada</i>, Vol. 27 No.8, (1950), pp 268-271</li> <li>• <b>Further Readings:</b> Hunt, "The Prose and Poetry of Modern Landscape Architecture," 313-328;</li> <li>• <b>Assignment:</b> N/A</li> </ul>
Week 15 Nov. 26 <sup>th</sup> /28 <sup>th</sup>	<b>No Class: Thanksgiving Break</b>
Week 16 Dec. 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Course Wrap-Up and Final review</li> <li>• <b>Required Readings:</b> N/A</li> <li>• <b>Assignment:</b> N/A</li> </ul>
Final	<ul style="list-style-type: none"> <li>• <b>December 15<sup>th</sup>, 12:30-2:30 p.m.</b></li> </ul>

## VI. Required Policies

---

### ATTENDANCE POLICY

Attendance is mandatory. Students are expected to arrive on time. Acceptable reasons for excused absences are as follows:

- o Illness
- o Serious family emergency

- o Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- o Military obligation
- o Severe weather conditions
- o Religious holidays
- o Participation in official university activities such as music performances, athletic competition or debate.
- o Court-imposed legal obligations (e.g., jury duty or subpoena)

If necessary, students shall be permitted a reasonable amount of time to make up material or activities covered in their excused absence; however, absences do not affect exercise deadline dates unless prior arrangements have been made.

Lectures and class discussions are essential to the learning experience, especially since most of the material covered in exercises and learning assessments come from lectures, not the assigned textbook; therefore, attendance is expected for the entire class time. It is expected that all students will be in attendance for the entire class and taking notes. Arriving late to class, leaving during class for extended durations, or leaving early from class may be considered being absent from class.

The instructor will not provide the student notifications regarding absences and tardiness. You may email the instructor should you have any questions regarding your attendance. Please schedule an office meeting for any discussions regarding attendance, tardiness, and late assignments. Do not discuss these issues with the instructor during class time.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## **STUDENTS REQUIRING ACCOMMODATION**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## **UF EVALUATIONS PROCESS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **UNIVERSITY HONESTY POLICY**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by

abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## **COUNSELING AND WELLNESS CENTER**

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **COURSE MATERIALS AND IN-CLASS RECORDINGS**

The digital course materials provided on Canvas (e.g., lectures, assignments, quizzes, et cetera) are provided for personal study and are not intended for distribution by electronic or other means. Further distribution or posting on other websites is not permitted.

Our class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who participate orally are agreeing to have their voices recorded.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.



## RESOURCES

### Texts:

Elizabeth Boultis and Chip Sullivan. *Illustrated History of Landscape Design*. Hoboken, N.J.: John Wiley & Sons, 2010. (Available free through UF Libraries at [https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UFL/175ga98/alma990263742090306597](https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma990263742090306597))

Patrick Taylor, *The Oxford Companion to the Garden*. Oxford: Oxford University Press, 2006. (Available free through UF Libraries at [https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC\\_UFL/6ad6fc/alma99383204011506597](https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma99383204011506597))

### Web Resources:

Digital Library of Landscape Architecture History <http://www.dililah.org/index.html>

History of Early American Landscape Design <https://heald.nga.gov/mediawiki/index.php/Home>