



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/11/10

1. ACADEMIC UNIT: SALA

2. COURSE PROPOSED: ALA 102 Landscapes and Sustainability 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Edward Cook Phone: 480-965-7662

Mail Code: 1605 E-Mail: edward.cook@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

Literacy and Critical Inquiry-L []

Global Awareness-G []

Mathematical Studies-MA [] CS []

Historical Awareness-H []

Humanities, Fine Arts and Design-HU [X] - New

Cultural Diversity in the United States-C []

Social and Behavioral Sciences-SB []

Natural Sciences-SQ [] SG []

6. DOCUMENTATION REQUIRED.

- (1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

This course traces the changing attitudes and perceptions of human civilization to the design and management of landscapes. In particular, it focuses on how shift humanistic ideals have historically influenced design and use of landscapes in common culture and among wealthy and powerful classes of society. Contemporary design is framed within this evolutionary framework and various design paradigms and perceptions about aesthetics are discussed in lectures and readings. Finally, the relationship between these humanistic attitudes and the more recent emergence of sustainability are addressed through the exporation of ecological aesthetics in landscape design.

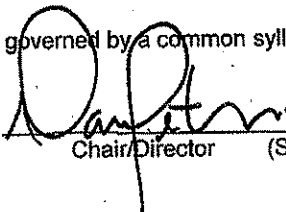
CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:



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Is this amultisection course?: No Yes; Is it governed by a common syllabus? _____

Darren Petrucci
Chair/Director (Print or Type)


Chair/Director (Signature)

Date: 02/18/10

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Syllabus - Course Objective, Reading Assignments (p. 2), Weekly Topics (p. 3-4)
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	Syllabus - Course Objective, Reading Assignments (p. 2), Weekly Topics (p. 3-4)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	Syllabus - Course Objective, Reading Assignments (p. 2), Weekly Topics (p. 3-4)
<input type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	Syllabus - Course Objective, Reading Assignments (p. 2), Weekly Topics (p. 3-4)
<input type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. 	

ASU - [HU] CRITERIA		
	<ul style="list-style-type: none">• Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u>	
	<ul style="list-style-type: none">• Courses which emphasize the acquisition of quantitative or experimental methods.	
	<ul style="list-style-type: none">• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	Designation
ALA	102	Landscapes and Sustainability	G, HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasizes study of values, development of philosophies, religions, ...belief systems, and aesthetic experience	The course examines the changing relationship and values over time of society and landscapes they inhabit. Students develop an understanding and appreciation for technological and cultural changes, and how they have influenced approaches to adaptation, preservation and sustainability of landscapes for use as human living environments (See syllabus topics - p. 3-4: Early Human Settlements, Medieval Europe and Early Renaissance, Renaissance, Industrial Revolution, American Landscape Values, Urban Landscape Sustainability, etc.).	Lectures and readings focus on examples of the changing attitudes from reverence of nature and landscape (Readings 1-5, lectures and discussions for Exams 1 and 2) to manipulation, design and management in contemporary landscape architecture (Readings 6-11, lectures and discussions for Exams 3, 4 and 5).
3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	Numerous examples of specific designed projects are used to illustrate the design philosophies employed. Students develop an understanding of the changing attitudes and perceptions of humans toward the landscape over time.	Lectures and readings include specific examples in visual form through images that illustrate historical (Readings 1-5, lectures and discussions for Exams 1 and 2) and contemporary designed and manipulated landscapes (Readings 6-11, lectures and discussions for Exams 3, 4 and 5).
4c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theatre, and in the applied arts, including architecture and design.	The focus on aesthetic nature of designed landscapes is a central theme of the course. Students will explore the role of landscape architecture in the creation of humanized environments and trace changing attitudes and perceptions of humans toward the landscape over time.	Lectures and readings emphasize the aesthetic dimension of the designed landscape (See Syllabus - Readings, p. 2; Topics, p. 3-4).

ALA 102 Landscapes and Sustainability

Spring Semester 2010, MWF 11:50-12:40, Neeb Hall 105

Edward (Ted) Cook, Associate Professor

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Office hours: MW 12:45-2:00 pm

Teaching Assistants: Ashley.S.Jones@asu.edu

John.Risi@asu.edu

1. CATALOG DESCRIPTION

Survey of ideas relating to landscapes and sustainability and the role of landscape architecture in the creation of humanized environments.

2. PREREQUISITE

None

3. GENERAL DESCRIPTION

Note catalog description

4. COURSE OBJECTIVE

This course is intended to provide an overview of the profession of landscape architecture's impact on the formation of landscapes and the implications for sustainability through human existence. We will discuss theories, definitions and societal relevance of sustainability, landscapes and the discipline of landscape architecture. In lectures and readings, we will trace changing attitudes and perceptions of humans toward the landscape over time. Specific technological and cultural changes will be examined to determine how they have influenced approaches to adaptation, preservation and sustainability of landscapes for use as human living environments. Particular emphasis will be placed on current application of principles of landscape architecture as they shape human living environments in an arid region context.

5. COURSE REQUIREMENTS

1. Attend all lectures and take appropriate notes.
2. Read all required reading assignments and participate in class discussions. Readings should be completed in advance of the examination for which they are assigned.
3. You are required to take a minimum of 4 exams but may take all 5. If you choose to take 5 exams, your final score will be computed based on the 4 highest exam scores.

Required Texts:

None. Required readings are posted on Blackboard.

Required Readings

Exam #1

Reading 1:

Swaffield, S. 2002. Conclusion: The theoretical terrain of landscape architecture. In: S. Swaffield (Editor), *Theory in Landscape Architecture*. pp. 227-230. University of Pennsylvania Press: Philadelphia.

Reading 2:

Laurie, M. 1986. The Garden in History. In: M. Laurie, *Introduction to Landscape Architecture*. pp. 15-60. Elsevier Science Publishing: Amsterdam.

Exam #2

Reading 3:

Ruano, M. 1999. Ecourbanism. pp. 48-63. Editorial Gustavo Gili: Barcelona.

Reading 4:

Faga, B. 2006. Atlanta builds parks to create open spaces. In: R.L. Kemp, *Cities and Nature*. pp. 39-42. McFarland and Co.: Livingston, N.C.

Reading 5:

Lagro, J. 2001. Site Analysis. pp. 17-32. John Wiley & Sons: New York.

Exam #3

Reading 6:

Forman, R. 1995. Foundations. In: R. Forman, *Land Mosaics: The Ecology of Landscapes and Regions*. pp 3-40. Cambridge University Press: Cambridge.

Reading 7:

McHarg, I. 2004. Plight and prospect. In: S.M. Wheeler and T. Beatley. *The Sustainable Urban Development Reader*. pp. 37-43. Routledge: London.

Exam #4

Reading 8:

Beatley, T. 2000. The Promise of Green urbanism: Lessons from European Cities. In: T. Beatley, *Green Urbanism: Learning from European Cities*. pp. 407-428

Reading 9:

Gehl, J. and L. Gemzoe. 2000. Winning Back Public Spaces. In: J. Gehl and L. Gemzoe, *New City Spaces*. pp. 9-21. Danish Architectural Press: Copenhagen

Reading 10:

Cairns, J. 2002. Rationale for Restoration. In: M. Perrow and A. Davy (Editors), *Handbook of Ecological Restoration*. pp. 10-23. Cambridge University Press: Cambridge.

Reading 11:

Benedict, M. and E. McMahon. 2006. Why Green Infrastructure? In: M. Benedict and E. McMahon. Green Infrastructure. pp. 1-22. Island Press: Washington

6. EVALUATION

Each exam has 25 multiple choice questions. Your final score will be calculated on the total score of your best 4 scores (100 points) out of the 5 exams offered. If you miss an exam for any reason, your score will be computed on the remaining 4 exams taken. All exams are offered only during regularly scheduled class times **No make-up exams will be allowed.**

7. COURSE STRUCTURE

Jan.	20	Course Introduction - Theories and definitions
	22	Landscapes, sustainability and society
	25	Early Human Settlements – Environmental Dependence
	27	Classical Order – Greek and Roman Civilization
	29	Medieval Europe/Early Renaissance
	1	The Renaissance: Expression of Humanism through Design
	3	The Renaissance: Continued
	5	Picturesque Movement – Reinterpretation of Nature

Exam #1 – Feb. 8 (Lectures Jan 20-Feb 5, Readings 1&2)

	10	Industrial Revolution and Garden Cities
	12	American Landscape Values
	15	Conservation and Parks Movement
	17	Arizona Landscapes - Regional Environmental Determinants
	19	Landscape Ecology
	22	Scenic Quality and Visual Assessment
	24	Vernacular Landscapes
	26	Public Perceptions of Urban Landscapes

Exam #2 – March 1 (Lectures Feb 10-26, Readings 3&4)

	3	Urban Landscape Sustainability
	5	Urban Landscape Sustainability cont'd.
	8	Landscape Planning – Environmental Decision-making
	10	Rural/Agricultural Landscapes
	12	Geographic Information Systems for Landscape Analysis
	15	<i>Spring Break</i>
	17	<i>Spring Break</i>
	19	<i>Spring Break</i>
	22	Resort Design – From Consumptive to Sustainable Tourism
	24	New Town Planning
	26	Utopian City Design

Exam #3 – March 29 (Lectures March 3-26, Readings 5&6)

- 31 New Urbanism
- 2 Community Design to Green Urbanism
- 5 Urban Design
- 7 Urban Parks and Plazas
- 9 Park Planning and Design
- 12 Greenways and Green Networks
- 14 Brownfield Design and Development
- 16 Landscape Restoration

Exam #4 – April 19 (Lectures March 31-Apr 16, Readings 7-11)

- 21 Living Systems and Biotechnical Construction
- 23 Art and Landscape
- 26 Resource Conservation and Sustainability in Landscape Design
- 28 Arizona Landscape Design
- 30 Integrating Architecture and Landscape
- May 3 Review

Exam #5 – Finals week