ARIZONA STATE UNIVERSITY

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
   - Literacy and Critical Inquiry—L 
   - Mathematical Studies—MA CS 
   - Humanities, Fine Arts and Design—HU 
   - Social and Behavioral Sciences—SB 
   - Natural Sciences—SQ 

   Awareness Areas
   - Global Awareness—G 
   - Historical Awareness—H 
   - Cultural Diversity in the United States—C 

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 exploration of ecological aesthetics in landscape design.

CROSS-LISTED COURSES: □ No □ Yes; Please identify courses: __________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
ARIZONA STATE UNIVERSITY

Is this a multisection course?: ☐ No ☐ Yes; Is it governed by a common syllabus? _______________________

Darren Petrucci
Chair/Director (Print or Type)
Date: 02/19/10

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/06
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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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<td><strong>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</strong></td>
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<tr>
<td>✓</td>
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<td>Syllabus - Course Objective, Reading Assignments (p. 2), Weekly Topics (p. 3-4)</td>
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<td><strong>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</strong></td>
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<td><strong>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</strong></td>
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<tr>
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<td>□</td>
<td>Syllabus - Course Objective, Reading Assignments (p. 2), Weekly Topics (p. 3-4)</td>
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<td><strong>4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</strong></td>
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<td>Syllabus - Course Objective, Reading Assignments (p. 2), Weekly Topics (p. 3-4)</td>
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<td><strong>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</strong></td>
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<td><strong>b. Concerns aesthetic systems and values, literary and visual arts.</strong></td>
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<td><strong>c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</strong></td>
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<td><strong>d. Deepen awareness of the analysis of literature and the development of literary traditions.</strong></td>
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**THE FOLLOWING ARE NOT ACCEPTABLE:**

- 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.
<table>
<thead>
<tr>
<th>ASU - [HU] CRITERIA</th>
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<td>• Courses devoted <em>primarily</em> to developing skill in the use of a language — <strong>However, language courses that emphasize cultural study and the study of literature can be allowed.</strong></td>
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<td>• Courses which emphasize the acquisition of quantitative or experimental methods.</td>
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<td>• Courses devoted <em>primarily</em> to teaching skills.</td>
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**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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1. Emphasizes study of values, development of philosophies, religions, ...belief systems, and aesthetic experience</td>
<td>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.).</td>
<td>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).</td>
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<td>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
<td>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.</td>
<td>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).</td>
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<td>4c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theatre, and in the applied arts, including architecture and design.</td>
<td>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.</td>
<td>Lectures and readings emphasize the aesthetic dimension of the designed landscape (See Syllabus - Readings, p. 2; Topics, p. 3-4).</td>
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ALA 102 Landscapes and Sustainability
Spring Semester 2010, MWF 11:50-12:40, Neelb Hall 105
Edward (Ted) Cook, Associate Professor
Office: Arch 312, e-mail: edward.cook@asu.edu, Telephone: 965-7662
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:**

**Reading 2:**

*Exam #2*

**Reading 3:**

**Reading 4:**

**Reading 5:**

*Exam #3*

**Reading 6:**

**Reading 7:**

*Exam #4*

**Reading 8:**

**Reading 9:**

**Reading 10:**
Reading 11:

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 Spring Break
17 Spring Break
19 Spring Break
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