

LDA 2: Place, Culture and Community

University of California, Davis: Landscape Architecture & Sustainable Environmental Design
Winter Quarter 2016, 4 units
194 Young Hall, MW 2:10-4pm

Professor: David de la Peña, PhD

dsdelapena@ucdavis.edu

office hours: W 11-12, 111 Hunt Hall

Teaching Assistant: Alex Cole-Weiss

acoleweiss@ucdavis.edu

office hours: tba, 109 Hunt Hall

DESCRIPTION

This course introduces ways to read cultural landscapes and interpret their meaning. Much can be learned about a place, its people and their culture by examining the landscape interventions that have occurred and are evidenced through remaining physical alterations and artifacts. This course pursues this understanding through the examination of various human interventions in the land. Its focus is on north American landscapes, but these are framed by understanding their international context and histories.

Cultural landscapes will be studied primarily through images and other artistic interpretations such as literature, film and drawing. In addition, the identification and review of historical references are critical to fully understand the social or political context of the landscape or the landscapes that are no longer visible. The intent of the course is not to determine one correct way of perceiving or understanding a landscape, but to broaden the student's ability to "read" what they see in the everyday environment. Additionally, students will undertake an experiential project where they will engage with place and people to document a cross-section of our region.

The primary aim of the course is to encourage and enable students to look beyond current landscape patterns so that they might understand the impetus behind and the evolution of the everyday landscapes they inhabit. Students will be asked to interpret landscapes in class discussions, on exams, and as part of an in-depth field assignment.

COURSE FORMAT

This course meets twice a week for a total of four hours. The in-class time will include lectures, large discussions and small group discussions. On average, you are expected to spend a minimum of eight hours per week outside of class time working on the course. This estimation includes completing reading assignments, preparing for exams, and completing the field study assignment. Should you arrive late to class or miss a class, it is your responsibility to obtain the information presented from your classmates and the course website. The instructor will not repeat lectures, however, he and the TA will be available to answer specific questions on the course material during office hours. You are encouraged to email for an appointment, but drop-ins during these times are acceptable. If these times do not work with your schedule, you may email for an appointment at another time/date.

COURSE OBJECTIVES

After taking this course, students should be able to:

1. recognize agricultural patterns and describe the innovations, practices, and meanings that are connected to them;
2. interpret artifacts and patterns that result from world views and sacred traditions;
3. describe the concepts of nature and wilderness and the establishment of a Parks System
4. identify spaces designed for leisure and touristic activities;
5. recognize places that are shaped from the exercise of power and control;

6. explain different modes of transportation and their impact upon development patterns
7. recognize and roughly date urban patterns, including zones for work, commerce, and housing
8. describe how migration has created ethnic communities whose culture is evident in the landscape;
9. recognize major interventions that provide infrastructure for human settlement; and
10. describe the evolution of housing types and the meaning of home in the US.

GRADED STUDENT TASKS

In order to meet the objectives above, students will submit the following work for evaluation:

1. Class Participation, Postcard Project, & Quizzes 10%
2. Midterm exam (multiple choice and short essay) 30%
3. Transect Project (paper and presentation poster) 30%
4. Final exam (multiple choice and short essay) 30%

READINGS

A Reader is required for this class and will be available at:

DAVIS COPY MAXX, 232 3rd Street in Davis.

The cost of the reader is estimated to be around \$45-50. There is no textbook for this class; much of the content you will be tested and quizzed on comes directly from the reader. In addition, supplementary readings may be posted on Smart Site throughout the quarter. Students will be notified if these are required or optional.

TEACHING PHILOSOPHY AND EXPECTATIONS

I love teaching and learning, and I believe that occurs best when courses allow students to take an active role in their own education. Each of you brings experiences and skills to this class and I hope that you will draw upon those in your work. I also hope that each student feels comfortable in the classroom, and that nobody feels that they are unfairly treated, for whatever reason. I do my best to tailor my teaching to a variety of learning styles, but also appreciate if you let me know when you have concerns.

As students, I expect you to be present, on time, and prepared for class; to ask questions, create discussion, and listen to your peers. I ask that you respect everyone's time and energy by not using your mobile devices or computers while we are having discussions or lectures, and to dedicate all class time to class work, not to personal issues or other courses. When outside guests are part of our course, I expect you to give them your undivided attention and to participate with questions and comments.

As your instructor, I will arrive on time and prepared; I will ask questions, create discussions, and listen to students. I will be available during and after class to discuss class matters and grades, and I will be available during office hours or other times if you cannot make those hours. I will provide clear expectations and timely feedback on your assignments.

HOW TO SUCCEED IN THIS COURSE: TIPS

- Show up on time or early, with your assignments complete!
- Do the readings, take notes on them, and ask questions.
- Do your own research, bring in ideas, share with the class.
- Have fun, take creative risks.

GRADES

Grades will be assigned based on preparedness, participation in class discussions, and the quality and completeness of submitted student work.

A grades refer to work that is excellent across the board, with very few deficiencies; **B** work meets all expectations and even exceeds some course requirements, but may also suffer from some significant deficiencies; **C** work is adequate and meets the minimum requirements. Some ideas may show promise but are not fully demonstrated in the final product. **D** grades do not meet the minimum requirements and exhibit a lack of understanding of the material covered in the course. **F** grades reflect a neglect for meeting course requirements, such as completion of assignments, gross unpreparedness or consistently inadequate work.

Work turned in late is better than work not turned in at all. It will be graded according to the same criteria, but 1/3 of a letter grade will be deducted for each week that the assignment is late (ie from B+ to B). It is critical that you take the exams when they are offered.

You must take the exams on the scheduled dates. There will be no make-up exams. If you cannot take an exam due to a pre-scheduled travel for your athletic or academic commitment, such as an intercollegiate athletic tournament or an academic conference, you must discuss the arrangement with the instructor at least two weeks in advance. If you miss an exam due to a verifiable emergency, contact the instructor as soon as possible and discuss the arrangement. All other missed exams will be assigned zero points.

WRITING RESOURCES

If you do not feel confident in your writing abilities, please seek help from the Student Academic Success Center. Tutors are available on a drop-in basis or by appointment to help you with your writing assignments. Using this resource will very likely improve your grades and your writing skills, and it is free.

<http://success.ucdavis.edu/academic/writing.html>

ACADEMIC INTEGRITY

Any test, paper, report or creative work submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. Please refer to the UC Davis Code of Academic Conduct for additional information: <http://sja.ucdavis.edu/cac.html>

COUNSELING

At times, we can all use help with our mental health. I am available at any time if you need someone to talk with. Even better, please take advantage of the campus services through Student Health and Counseling Services. <http://shcs.ucdavis.edu/>

If you are in crisis and need urgent care, come to Student Health and Wellness Center. Student Health and Counseling Services (SHCS) offers both medical and mental health urgent care services on the [first floor of the Student Health & Wellness Center](#) during [normal hours of operation](#). For urgent needs you can call or walk in to speak with an [advice/triage nurse \(530\) 752-2349](#). The nurse will discuss your concerns and determine if urgent care is appropriate.

CLASS SCHEDULE

DATE	TOPIC	READINGS AND DEADLINES
Week 1		
Jan 4, Mon	Introduction – What is Landscape and how can we read it? <i>Introduce Class Assignment: Postcards from the Everyday</i>	(1) Meinig, “The beholding eye;”
Jan 6, Wed	What do we mean by Place, Culture, and Community? Defining our terms	(2) Cresswell, “Defining place;” (3) Geertz, “Thick description;” (4) Brill, “On mistaking community...”
Week 2		
Jan 11, Mon	Agriculture: early practices across the globe	(5) Mann, “1491,” in <i>The Atlantic</i>
Jan 13, Wed	Agriculture: patterns across the US landscape <i>Introduce Project/Paper: the Landscape Transect</i>	(6) Jackson, “An engineered environment;” (7) Brown, “On the edge of paradise;”
Week 3		
Jan 18, Mon	no class; MLK holiday	na
Jan 20, Wed	Sacred Places	(8) Rogers, “Magic, Myth, and Nature”
Week 4		
Jan 25, Mon	Nature, Wilderness, and the Parks System	(9) Nash, “Wilderness and the American mind;” (10) Olmsted, “Public parks;” (11) Olmsted Jr. & Nolen, “The normal requirements”
Jan 27, Wed	<i>How to conduct field work</i>	Project/Paper: Landscape Transect – 1st SUBMISSION DUE
Week 5		
Feb 1, Mon	Spaces of Leisure and Tourism	(12) Jackson, “Places for fun and games;” (13) Hannigan, “Cities are fun;” (14) Delgado, “Cities of the lie”
Feb 3, Wed	Landscapes of Power, Control, & Fear <i>Midterm Exam Review</i>	(15) Woodward, “From military geography to militarism’s geographies;” (16) Davis, “Fortress L.A.,” (17) Day, “Embassies and sanctuaries”

Week 6		
Feb 8, Mon	Mid-term Exam	Project/Paper: Landscape Transect – 2 nd SUBMISSION DUE
Feb 10, Wed	Transportation: Moving People and Things	(18) Groth, “Street grids as frameworks” (19) Southworth & Owens, “The evolving metropolis”
Week 7		
Feb 15, Mon	no class; President’s Day	na
Feb 17, Wed	Urban Patterns: Separate Spaces for Work, Housing, & Commerce	(20) Rogers, “Home, commerce, and entertainment;” (21) Mozingo, “Campus, estate, and park”
Week 8		
Feb 22, Mon	Migrations and Ethnicity in the Landscape	(22) Wilkerson, “Warmth of other suns;” (23) Lung-Amam, “Vibrant life of Asian malls;” (24) Rojas, “The enacted environment”
Feb 24, Wed	Infrastructure	(25) Strang, “Infrastructure as landscape;”
Week 9		
Feb 29, Mon	TRANSECT DAY <i>Presentations and Discussions – Participation Required</i>	Project/Paper: Reading the Landscape Transect - FINAL PAPER DUE
Mar 2, Wed	Home: evolution and meanings	(26) Lippard, “Sweet home;” (27) Hayden, “From ideal city to dreamhouse”
Week 10		
Mar 7, Mon	Place, Community and Culture in Design: trends and critiques	(28) Massey, “Places and their Pasts;” (29) Smith, “Class struggle on Ave. B;” (30) Cortright, “In defense of gentrification”
Mar 9, Wed	Last Day of Instruction <i>Final Exam Review and Course Evaluations</i>	na
Final Week		
Mar 14, Mon	Final Exam, 2:10-4pm	(NOTE: exam is during regular class time, not per finals schedule)

Reader Table of Contents:

- P. i-vii **Course Syllabus & Schedule**
- P. 1-9 **Meinig, D. W.** (1979). The beholding eye: ten versions of the same scene. In D. W. Meinig (Ed.), *The Interpretation of ordinary landscapes : geographical essays* (pp. 33-48). New York: Oxford University Press.
- 10-17 **Cresswell, Tim.** (2004). Defining place. In *Place : a short introduction* (pp. 1-14). Malden, MA: Blackwell Pub.
- 18-32 **Geertz, Clifford.** (1988). Thick description: toward an interpretive theory of culture. *High points in anthropology*, 531-552.
- 33-40 **Brill, M.** (2001). Mistaking community life for public life. *Places*, 14, 48-55.
- 41-56 **Mann, Charles C.** (2002). 1491: before it became the New World, the Western Hemisphere was vastly more populous and sophisticated than has been thought ... the Amazon rain forest may be largely a human artifact. *The Atlantic*, 289(3), 41-46.
- 57-62 **Jackson, John Brinckerhoff.** (1997a). An engineered environment. In John Brinckerhoff Jackson & Helen Lefkowitz Horowitz (Eds.), *Landscape in sight : looking at America* (pp. 225-235). New Haven: Yale University Press.
- 63-67 **Brown, Patricia Leigh.** (October 25, 2011). On edge of a desert paradise, Coachella farm workers live in putrid conditions. *SF Gate*. Retrieved from <http://www.sfgate.com/news/article/On-edge-of-a-desert-paradise-Coachella-farm-2325906.php>
- 68-99 **Rogers, Elizabeth Barlow.** (2001b). Magic, myth, and nature: landscapes of prehistoric, early ancient, and contemporary peoples *Landscape design : a cultural and architectural history*. New York: Harry N. Abrams.
- 100-114 **Nash, Roderick.** (2001). Old world roots of opinion *Wilderness and the American mind* (4th ed., pp. xi. - 22). New Haven: Yale University Press.
- 115-118 **Olmsted, Frederick Law.** (2007). Public parks and the enlargement of towns (1870). In Michael Larice & Elizabeth Macdonald (Eds.), *The Routledge urban reader series* (pp. 28-34). London ; New York: Routledge.
- 119-127 **Olmsted Jr., F. L., & Nolen, John.** (1906). The normal requirements of american towns and cities in respect to public open spaces *Charities and the Commons* (Vol. XVI, pp. 411-426).
- 128-135 **Jackson, John Brinckerhoff.** (1997). Places for fun and games. In John Brinckerhoff Jackson & Helen Lefkowitz Horowitz (Eds.), *Landscape in sight : looking at America* (pp. 1-16). New Haven: Yale University Press.
- 136-142 **Hannigan, John.** (1998). Cities are fun: entertainment returns to the city center *Fantasy city : pleasure and profit in the postmodern metropolis* (pp. 47-59). London ; New York: Routledge.
- 143-155 **Delgado, Manuel.** (2004). Cities of the lie: cultural tourisims as a strategy of urban deactivation. In Nuria Enguita, Jorge Luis Marzo, Montse RomanÌ (Eds.), *Tour-isms the defeat of dissent : critical itineraries* (pp. 54-66). Barcelona: Fundacio Antoni Tapies.

- 156-171 **Woodward, Rachel.** (2005). From military geography to militarism's geographies: disciplinary engagements with the geographies of militarism and military activities. *Progress in Human Geography*, 29(6), 718-740.
- 172-185 **Davis, Mike.** (1992). Fortress Los Angeles: the militarization of urban space. In Michael Sorkin (Ed.), *Variations on a theme park : the new American city and the end of public space* (pp. 154-180). New York: Hill and Wang.
- 186-196 **Day, Kristen.** (1999). Embassies and sanctuaries: women's experiences of race and fear in public space. *Environment and planning D, society & space*, 17(3), 307-328.
- 197-204 **Groth, Paul.** (1981). Streetgrids as frameworks for urban variety. *The Harvard Architecture Review*, 2(Spring), 68-75.
- 205-221 **Southworth, Michael, & Owens, Peter M.** (1993). The evolving metropolis : studies of community, neighborhood, and street form at the urban edge. *Journal of the American Planning Association.*, 59(3), 271-287.
- 222-234 **Rogers, Elizabeth Barlow.** (2001). Home, commerce, and entertainment: landscapes of consumerism *Landscape design : a cultural and architectural history*. New York: Harry N. Abrams.
- 235-245 **Mozingo, Louise.** (2003). Campus, estate and park: lawn culture. In Chris Wilson & Paul Erling Groth (Eds.), *Everyday America : cultural landscape studies after J.B. Jackson* (pp. 255-274). Berkeley: University of California Press.
- 246-259 **Wilkerson, Isabel.** (2010). *The warmth of other suns : the epic story of America's great migration*. New York, NY: Random House. Excerpts.
- 260-278 **Lung-Amam, Willow.** (2015b). The Vibrant Life of Asian Malls in Silicon Valley. In John Archer, Paul J. P. Sandul, & Katherine Solomonson (Eds.), *Making Suburbia : New histories of everyday*
- 279-288 **Rojas, James.** (2003). The enacted environment: examining the streets and yards of east Los Angeles. In Chris Wilson & Paul Erling Groth (Eds.), *Everyday America : cultural landscape studies after J.B. Jackson* (pp. 275-292). Berkeley: University of California Press.
- 289-296 **Strang, Gary L.** (1996). Infrastructure as landscape. *Places*, 10(3), 8-15.
- 297-306 **Lippard, Lucy R.** (1997). Sweet home *The lure of the local : senses of place in a multicentered society* (pp. 22-31). New York: New Press.
- 307-318 **Hayden, Dolores.** (2002). From ideal city to dream house *Redesigning the American dream : the future of housing, work, and family life* (pp. 33-55). New York: W.W. Norton.
- 319-328 **Massey, Doreen.** (1995). Places and Their Pasts. *History Workshop Journal*(39), 182-192.
- 329-342 **Smith, Neil.** (1996). Class struggle on Avenue B: the lower east side as wild wild west *The new urban frontier : gentrification and the revanchist city* (pp. 3-29). London ; New York: Routledge.
- 343-347 **Cortright, Joe.** (2015). In defense of gentrification. *The Atlantic*. Retrieved from <http://www.theatlantic.com/business/archive/2015/10/in-defense-of-gentrification/413425/>

page intentionally blank