

LDA 2: Place, Culture and Community

University of California, Davis: Landscape Architecture & Sustainable Environmental Design

Winter Quarter 2019, 4 units

194 Young Hall, MW 2:10-4pm

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DESCRIPTION

This course introduces ways to understand everyday, vernacular landscapes and interpret their meaning. Much can be learned about a place, its people and their culture by examining the physical traces, artifacts, and patterns that are left behind. An even richer picture emerges when a place is contextualized through social memories, cultural practices, and lived experiences. This course pursues a holistic understanding of place by examining these dimensions of the landscape, as framed by key themes, such as agriculture, wilderness, leisure, dwelling, urban development, militarization, and migration.

Cultural landscapes will be studied through images and other artistic interpretations such as literature, film and drawing. 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 open space systems.
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, Contributions or Quizzes 10%
2. Midterm exam (multiple choice and short essay) 30%
3. Transect Project (paper) 30%
4. Final exam (multiple choice and short essay) 30%
5. Extra Credit option (Transect Poster) points TBD

READINGS

Readings will come from a variety of sources and will be posted in PDF form on the Canvas site. The readings on Canvas are REQUIRED. Additional readings, multimedia or links may also be assigned throughout the course and you will receive notice of these through Canvas or in class.

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.
- Come to office hours.

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. 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 Academic Assistance and Tutoring Centers. 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. <https://tutoring.ucdavis.edu/writing>

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

Week 1

Jan 7 - Introduction - Understanding everyday landscapes

Review of Syllabus, Exams, Transect Project, and Everyday Postcards

Jan 9 - What do we mean by place, culture and community: Defining our terms

[01 Cresswell Defining Place.pdf](#)

[02 Geertz Thick Description.pdf](#)

[03 Brill On Mistaking.pdf](#)

Week 2

Jan 14 - Food and Landscape

[04 Jackson An Engineered Environment.pdf](#)

[05 Armar-Klemesu Urban Ag and Food.PDF](#)

Jan 16 - Research on Cultural Landscapes

Guest speaker: David Michalski, UCD Librarian

Readings: tbd

Week 3

Jan 21 - Holiday

Jan 23 - Sacred Places

[06 Rogers Magic.pdf](#)

Week 4

Jan 28 - Nature and Wilderness

[07 Nash Wilderness.pdf](#)

Jan 30 - Parks and Open Space

[08 Olmsted Public Parks.pdf](#)

[09 Meyer Sustaining Beauty.pdf](#)

[10 Lynch The Openness of Open Space.pdf](#)

Due: Transect Submission #1

Week 5

Feb 4 - Leisure and Tourism

[11 Hannigan Cities are fun.pdf](#)

[12 Munoz urBANALization.pdf](#)

Feb 6 - The Urban Fabric + Midterm Exam Review

[13 Grant The dark side of the grid.pdf](#)

[14 Southworth Evolving Metropolis.pdf](#)

Week 6

Feb 11 - MIDTERM

Feb 13 - Home

[15 Hayden From ideal city to dream house.pdf](#)

[16 Somerville Understanding Homelessness.pdf](#)

Week 7

Feb 18 - Holiday

Feb 20 - Work and Commerce

[17 Rogers Home Commerce and Entertainment.pdf](#)

[18 Mozingo Campus Estate and Park.pdf](#)

Due: Transect Submission #2

Week 8

Feb 25 - Power, Control and Fear

[19 Woodward From military geography .pdf](#)

[20 Davis Fortress LA.pdf](#)

Feb 27 - Infrastructure

[21 Strang Infrastructure as Landscape.pdf](#)

Week 9

Mar 4 - TRANSECT PRESENTATIONS

Due: Final Transect Papers

Mar 6 - Migrations and Ethnicity

[22 Wilkerson Warmth of other suns.pdf](#)

[23 Limerick Disorientation and Reorientation.pdf](#)

[24 Rojas, James. Latino Urbanism in Los Angeles.pdf](#)

Week 10

Mar 11 - Contested Places, Gentrification, and Change

[25 Massey Places and their Parts.pdf](#)

[26 Smith Class struggle on Avenue B.pdf](#)

Mar 13 - Final Exam Review

Finals Week

Mar 21 (Thursday) - Final Exam 2:10-4pm