

The Ohio State University
School of Environment and Natural Resources
Knowlton School of Architecture

**Environment & Natural Resources 367,
Landscape Architecture 367:**
Professor John Simpson

The Making and Meaning of the American Landscape

COURSE SYLLABUS

If we want to understand ourselves, we would do well to take a searching look
at our landscapes. *Peirce Lewis, 1979*

We all share a rich legacy: our landscape. It is our heritage made visible for each landscape records the forces, both physical and human, that shaped it. Each is unique for those forces vary endlessly in a wonderful form of life-giving alchemy. The landscape is often our autobiography as we imprint it with our actions, values, policies, and programs. Some imprints last for centuries, others are erased and rewritten more rapidly, leaving behind a complex layering of messages—past and present, physical and cultural, public and private, local and national, legal and moral, rational and emotional, aesthetic and economic, Euro-American and Native American. These messages tell a story of many meanings, written by many hands, that reveals the past, explains the present, and foreshadows the future. It is a partly factual and partly anecdotal story because the landscape is both objective and subjective. That story is our focus.

ENR/LARCH 367 is a 5 credit undergraduate lecture/recitation course satisfying the *Culture and Ideas* requirement in the university General Education Curriculum (GEC) and the second *Writing-in-the-Curriculum* GEC requirement. The course is open to and designed for all undergraduates; its only prerequisite is completion of the first *Writing-in-the-Curriculum* GEC requirement (English 110, 111, or equivalent). The class meets on M/W/F at 10:30 PM in Knowlton #250 for lecture given by the course instructor and it meets in sections of not more than 25 students for recitation on T/R conducted by a graduate teaching assistant.

Through lectures, assigned readings, recitation discussion, and writing assignments, we'll explore and interpret significant forces that shaped the American landscape. These economic, environmental, political, and socio-cultural forces will be examined in their historical as well as their contemporary contexts. We'll examine broad national policies and programs that shaped the general landscape and the idiosyncratic forces specific to a local area. In so doing we'll trace the development of an agrarian landscape from the "wilderness" encountered by Euro-American pioneers as settlement progressed westward of the Appalachian Mountains and the later evolution of the city into the contemporary suburban landscape. The Midwest and central Ohio will be used as case studies to illustrate the interplay of national forces and themes with local forces and themes. Through this examination the course seeks to instill a set of values and analytical skills transferable to the study of other landscapes.

The course's dual designation has a profound effect on the course design and delivery. The lecture component primarily satisfies the *Culture and Ideas* designation, and, hence, is taught much like a history course in which class time is used to illuminate the meaning of the content presented in the assigned readings rather than on the repetition of key factual material contained in the readings. "Lectures" are informal and focus on a wide ranging exploration and interpretation of the readings from the instructor's viewpoint. Slides and videos are used frequently to illustrate major themes. Recitation focuses on the writing component of the class, providing in-class writing instruction and writing

activities responsive to requirements set by the *Writing-in-the-Curriculum* sequence, while also providing a limited opportunity to discuss issues and questions raised in lectures. In addition, background readings assigned in support of the writing component are discussed in terms of approach, point of view, content, and style. Recitations also provide in-class instruction and opportunities to develop oral communication skills. Active participation and dialogue are emphasized and facilitated. The connection that binds together the two components—lecture and recitation—is the joint emphasis on the making and meaning of the landscape. Beyond that general thematic linkage, the lectures and the recitation activities are separate.

The general learning goals of ENR/LARCH 367 are:

- 1) to enable the student to better perceive, understand, and interpret the contemporary American landscape as the product of a gradual developmental process involving the interaction of many physical forces, public policies and programs, and socio-cultural values;
- 2) to facilitate the student's development of a personal ethic toward the landscape that is responsive to America's cultural and biophysical diversity;
- 3) to refine the student's ability to think critically and creatively and to express those thoughts effectively in oral and written form: to formulate a question or opinion; to structure supporting evidence and arguments; and to effectively express resulting beliefs verbally and in writing.

EVALUATION METHODS AND COURSE POLICIES

Course grades will be based on the following components:

- Every student will complete a midterm and a comprehensive final examination, both in essay format. The midterm will consist of one essay question you choose to answer from a set of three selected by the instructor from the study set included below. The final will consist of two questions. The first will be a question you choose to answer from a set of three selected by the instructor from the study set below, covering the content since the midterm. The second will be a question you choose to answer from a set of three comprehensive questions selected by the instructor from the study set. All tests are closed book—no notes or other reference materials may be used during the tests. Any evidence of academic misconduct will trigger standard university procedures as specified in the *Code of Student Conduct*. As essays, the tests provide opportunities for developing and displaying writing skills, in addition to demonstrating knowledge of the course content. The graduate teaching assistants, under the instructor's supervision, will grade the tests based on:

- (1) the recall of pertinent facts (dates, people, events, actions - outcomes, etc.) from the lectures, readings and other class components; this will constitute approximately 65% of the overall test grade;
- (2) your ability to interconnect and interpret the material; this will constitute approximately 20% of the overall test grade; and,
- (3) the quality and effectiveness of your response as a piece of expository writing; this will constitute approximately 15% of the overall test grade.

Every test answer will be read and graded by two TAs, working independently, based on a set of general grading criteria that identifies major ideas, themes, and key facts that should be discussed in the response. These two grades will then be averaged to determine the actual grade received. Should the two grades differ by more than 10%, then the test will be read and graded by a third TA and the two highest of the three grades will be averaged to determine the final grade.

- Every student will write a short (circa 1,250 words) response to a contemporary landscape issue. This may focus on a controversy regarding a local, state, or federal land use policy or program, the management practices of a specific place, or some general philosophical debate concerning the landscape. The essay should describe the issue, outline the range of positions, and present evidence and arguments in support of your opinion. Supplemental reading and research into the issue will inform the paper. Drafts of the papers will be exchanged in recitation and the set discussed in terms of approach, point of view, content, and style, before final submission. The graduate teaching assistants, under the instructor's supervision, will grade the submissions. NOTE: a complete, well-crafted draft must be submitted and the assigned editing on another person's paper completed according to requirements to receive full credit for the final paper; failure to do so will result in the final grade being reduced up to 20% of the points possible for the assignment.

- Every student will write a moderate length (circa 2,500 words) descriptive analysis of a specific landscape (a single site, area, or community), landscape element (the house, yard, garage, fence, town square, main street, strip, highway, farm, barn, etc.), or policy/program (farm policy, zoning, subdivision regulations, sign codes, architectural standards, highway and mass transit programs, etc.) that affects the landscape's physical character or socio-cultural meaning. The nature of the analysis may be primarily historical (explaining the physical and socio-cultural forces that shaped the landscape), or interpretative of the contemporary landscape (assessing the meaning we might assign to it). Library and/or field research into the issue will inform the paper. The graduate teaching assistants, under the instructor's supervision, will grade the submissions. NOTE: a complete, well-crafted draft must be submitted and the assigned editing on another person's paper completed according to requirements to receive full credit for the final paper; failure to do so will result in the final grade being reduced up to 20% of the points possible for the assignment.

- Lastly, every student will be evaluated for effective participation in recitation, including the frequency of attendance, the level and effectiveness of participation in discussion and the debate, and the quality of your in-class writing exercises and other class activities. The graduate teaching assistants, under the instructor's supervision, will evaluate student participation.

Each course component is worth a designated number of points as indicated below. At the conclusion of the course, the total number of points each student has received will be calculated along with an arithmetic class average. Grade ranges then will be established in accordance with Faculty Rule 3335-7-21, which defines the University standard for marks. As per this standard and past course experience, the average grade will likely fall in the high "C" to low "B" range. This means most students will receive a "C+" or "B-" for the class, although course grades are not set to a pre-established curve and every effort is made to adjust the overall class grade range to fairly reflect the outcome of this particular course offering. Grades are established in part on an absolute scale in which you're evaluated in comparison to our expectations and in part on a comparative scale in which you're evaluated against your peers. **No extra credit points are available in this course.**

<u>Component</u>	<u>Possible Points</u>
Midterm Exam	150 pts.
Final Exam	350 pts.
Environmental Issue	150 pts.
Landscape Analysis	200 pts.
<u>Participation</u>	<u>150 pts.</u>
Total	1000 pts.

Finals may be picked-up from the course instructor at the conclusion of finals week or you can give me a self-addressed stamped envelope and I will mail it to you.

Submission of Late Work

Work is due at the designated time. If you're not satisfied with your work at the due date, submit it any way. Do not take extra time to refine it. **NO LATE WORK WILL BE ACCEPTED WITHOUT EXTENUATING CIRCUMSTANCES APPROVED BY YOUR TA OR THE COURSE INSTRUCTOR.** These include unforeseen or unavoidable circumstances such as a personal illness that results in a physician's care or some other crisis. It does not include, "I overslept," "I had to work," "I had two other papers due that day," "I just wasn't done," or "I forgot." If some reasonable complication precludes you from completing and submitting your work on time, contact your TA or the course instructor immediately to explain the situation and make alternate arrangements.

Missed Tests and Assignments

From time to time, legitimate circumstances complicate our lives and necessitate adjustments in our activities. When such circumstances arise, we try to work with you to establish an appropriate and reasonable response to your specific situation. This usually results in either a make-up exam or assignment, or an Incomplete; but you have to be mature and considerate in your conduct toward the course and the university. In all cases, prompt communication is required. As soon as a compromising situation arises, let us know. We can't respond to your situation if we don't know about it. The most common mistake students make when such a situation arises is that they wait too long to seek assistance, thus compounding the problem.

Make-up tests and assignments may be given under the following conditions: (1) the regularly scheduled activity was missed due to an unforeseen and unavoidable circumstance, such as serious personal illness or crisis (job related circumstances usually will not be accepted); (2) in the event of a crisis, either the student, a doctor, or family member must notify the instructor of the problem in a timely manner (not a week after the fact); explicit messages left through the School office are acceptable if the instructor cannot be reached directly; and (3) at the earliest appropriate time, the student must meet with the instructor to verify the circumstance, and, provided the instructor accepts the circumstances as valid, to schedule the make-up. We assume if you're sick enough to miss a test or assignment, you're sick enough to go to a doctor.

Should the crisis preclude the student from completing the course, an **Incomplete** may be granted, but only under the same provisions for extraordinary circumstances and for notification, verification, and rescheduling outlined above. In addition, the student must have completed the majority of course work, as measured by the percent of available points, prior to 5:00 PM, the last day of classes. The remainder of the course work must be completed before 5:00 PM, of the fifth Friday of the next quarter. If the student is unable to complete the majority of the course work during the quarter, s/he should withdraw from the course rather than seek an Incomplete.

Should you encounter personal problems during the quarter or simply wish to discuss the course in greater detail drop by during **office hours** (233 Knowlton Hall; M/W **immediately after class**), or call for an appointment (292-8395). However, **I will not return a call**. The best way to contact me outside of class or office hours is by E-mail to Simpson.10@OSU.edu.

Office hours and E-mail addresses for the Graduate Teaching Assistants will be announced in recitation sections.

This class, like Ohio State in general, will be as personal or as impersonal as you care to make it.

READINGS

The following materials are required. Copies may be purchased at campus bookstores or from local bookstores and online booksellers. Shop around; prices vary substantially. The materials are also on closed reserve in the Knowlton and AG libraries.

- Simpson, John Warfield. 1999. *Visions of Paradise: glimpses of our landscape's legacy*. (Berkeley: University of California Press).
- ----- . 2003. *Yearning for the Land: a search for homeland in Scotland and America* (New York: Vintage Books). Paperback. The hardcover version is identical, just more expensive: *Yearning for the Land: a search for the important of place* (New York: Pantheon Books, 2002)
- ----- . 2005. *Dam! water, power, politics, and preservation in Hetch Hetchy and Yosemite National Park* (New York: Pantheon Books).

The following recitation 'text' is encouraged as excerpts will be read and discussed. You'll be able to read the excerpts on *CARMEN*. If you care to purchase your own copy of the book, which is no longer in print, used copies may be found online and in campus bookstores. However, purchase of the book is not required for the course.

- Slovic, Scott and Terrell Dixon, eds. 1993. *Being in the World: an environmental reader for writers* (New York: MacMillan).

For those who wish further detail, optional readings are also made available from the following sources on closed reserve:

- Conzen, Michael, ed. 1994. *The Making of the American Landscape* (New York: Routledge).
- Merchant, Carolyn, ed. 1995. *Major Problems in American Environmental History: documents and essays* (Lexington: D.C. Heath).

Additional Sources (some available on closed reserve) include:

- *The Everyday Writer* by Andrea Lunsford and Robert Connors, a standard text used by the English Department in English 110 and other courses, so many of you may already be familiar with it. It's also readily available at campus bookstores. Use it as a reference to answer specific questions regarding technical writing issues as well as for general advice and guidance on structure and style. It serves as the standard in this course.
- *Norton Book of Nature Writing* (Elder and Finch, eds.; 1990) and Bergon's much shorter collection of historically significant writing about wilderness/nature, *The Wilderness Reader* (University of Nevada Press, 1994), are excellent anthologies of nature writing that might be of value as a reference on the writing assignments. They also provide good supplements to components of the course content.
- Roderick Nash's widely used *American Environmentalism: Readings in Conservation History* (McGraw Hill, 3rd ed., 1990), like Conzen and Merchant, is a good supplement to the course lecture content. It also includes excerpts from outstanding nature writing that might serve as useful models for the writing assignments.
- John Hanson Mitchell's *Trespassing* (Addison Wesley, 1998) provides a fascinating examination of the many issues related to property rights, both historically and currently, using a community outside Boston.
- William Cronon's *Nature's Metropolis* (Norton, 1991) explores the development of Chicago from an environmental history perspective similar to that used in this course.
- John Stilgoe's *Outside Lies Magic* (Walker, 1998) shares the joys to be gained from walking or riding around the local landscape in search of clues to the landscape's legacy.
- Grady Clay's *Real Places* (University of Chicago, 1994) examines the vernacular urban and suburban landscapes in a witty and insightful manner.

THE WRITING COMPONENTS

Development of your writing skills is central to this class. As you know, writing proficiency is among the most fundamental skills of an educated person and among the most important abilities for daily professional and personal life. Yet writing is work for even the most talented and experienced. Few authors produce quality writing without careful preparation, diligent editing, and repeated revision. Since writing is partly creative and partly mechanical, like most skills, it cannot be taught in the sense that you can simply listen to lectures and read books on the subject to fully develop your abilities—your skill and comfort improve with practice and guidance. Hence, we'll serve more as your writing "coaches" or "advisors" than as your "instructors" in the classic academic sense.

To refine your writing skills, you'll read, discuss, and respond in writing to literary nonfiction and scholarly nonfiction works related to the course subject. Your written responses will include creative narrative and analysis, scholarly narrative, and critical analysis. Preparation time will range from immediate in-class responses to exam questions and exercises, to moderate time frames of about three weeks. The length of the response will range from a very short response of less than 500 words on the exams and exercises, to 1,250 words on the short assignment, to a moderate length response of 2,500 words on the longer landscape analysis assignment.

Feedback will be given on each. In-class exercises will be critiqued and discussed by classmates. Draft submissions for each writing assignment will be discussed as a set in recitation, and subsequently copied and distributed to other recitation classmates for detailed discussion. The TAs also will mark drafts with suggestions for improvement before the final submission.

Evaluation Criteria

Each writing assignment, other than exams, will be evaluated on the following general criteria:

<u>Criteria</u>	<u>% of Points Allocated</u>
Quality of content	50%
Effectiveness of style	15%
Technical writing quality	25%
<u>Submission standards</u>	<u>10%</u>
Total	100%

Quality of content includes the clarity of your main points, the quality of the supporting arguments and evidence, and the overall level of insight. Effectiveness of style refers to the manner in which language and structure are used to create an appropriate and engaging tone that communicates your message and meaning. Technical writing quality focuses on proper paragraph and sentence structure, spelling, punctuation, use of citations, and bibliography format. Submission standards evaluate your adherence to the specifications listed below.

Submission Standards

To enable us to concentrate on your content, style, and overall writing effectiveness, and not be bothered by incidental differences in format, each submission must adhere to the specific format requirements set by your recitation TA. These standards will be discussed in recitation before the first writing assignment.

Writing Hints and Suggestions

Experience has shown the most common problems on the exams are, in descending order of frequency and seriousness:

- **The response did not answer the question.** Instead, it gave unwanted or irrelevant material. Make sure you understand what the question asks and then provide the responsive material.
- **The response did not include sufficient detail.** Generalities are fine, but detail and specifics matter! They distinguish superior knowledge and recall from the average.
- **The response contained inaccurate material.** This is a relatively rare problem, but when it occurs, it obviously undermines your response.
- **Many technical writing errors plagued the response.** Again, this is relatively rare, but problems with overall organization, paragraph and sentence structure, spelling, punctuation, etc., affect the quality of your response, which should tell a factual story in an engaging and articulate manner. Take 5 minutes to organize and design your response before you begin writing. It will be time well spent! Make an outline on the inside cover of your blue book. Begin the outline by re-phrasing the exam question as a thesis statement. Refer to the statement during the construction of the quick outline or plan. Don't pad your answer or use flowery language to impress. Write short, crisp sentences and paragraphs. Make every statement count; say it once, and move on—don't repeat material. Length is not important; content is! In most cases, the best answers only run 6 to 8 pages (of the 16 in the booklet).

Successful responses to the three writing assignments share certain common characteristics:

- **They tell a complete story in compelling narrative form,** a story with a beginning, a middle, and an end: an introduction, a body of evidence, and a conclusion. They are stories with a clear point or message supported by reasonable arguments. They are authoritative, but not dictatorial; they show and explain rather than tell and preach.
- **They have a clear sense of organization and structure** that guides the reader. This is communicated in the introduction, and reinforced at several key points in the body. Let the reader know what to expect so s/he can anticipate what comes next. Don't lead them by the nose and don't make them wander aimlessly through your thoughts. Yet, don't treat them like children by repeating things unnecessarily or in juvenile terms.
- **They have an effective 'hook'** in the introduction that captures the reader's attention. The hook may be a controversial statement, an anecdote or analogy that illustrates your point in a manner the reader might relate to, or a vexing question or problem that tweaks their interest.
- **They present sound, well structured arguments** and evidence in support of your position, point, or message. The nature of your arguments will vary from assignment to assignment (obviously what constitutes an argument in the more creative narrative will differ from those in the more analytical critique). Some may be formal, others implied. Formal arguments are presented as assertions (what you believe to be the case) supported by evidence in the form of quotes from experts, personal description, or anecdotal stories that illustrate a point. Informal arguments typically take the form of description that makes a case for some perception, reaction, or point of view. Regardless of the form followed, your writing should avoid trite statements, generalizations, stereotypes, clichés, jargon, and unsupported assertions.
- **They have a definable style or tone** that is appropriate for the assignment created by the use of language (adjectives, adverbs, sentence rhythm, paragraph structure), recurring theme, analogy, and allusion. Successful papers have a 'voice' in which the reader can hear the author speaking. They have a narrative drive that carries the reader forward. They have a smooth sequence of thoughts that build progressively to the conclusion, and have smooth transitions from one thought and subsection to the next.
- **They have a conclusion with some punch** that goes beyond mere regurgitation of the paper's prior points, arguments, and themes.

A note on plagiarism: We consider the inappropriate use of another's work as your own as a very serious offense. Any sign of such academic misconduct will initiate university procedures specified in the *Code of Conduct*. If you have any questions on the proper use of another's words or ideas in your work, see your TA and/or check *The Everyday Writer* for standards. **BE FOREWARNED: YOU MUST CITE SOURCES PROPERLY IF YOU OBTAIN INFORMATION FROM THE WEB.** While the Web can be a useful aid in your search for material, DO NOT rely on it as the only source. It is NOT a substitute for good library research, and will NOT be accepted as such.

Suggestions for Success: to make the course as enjoyable and meaningful as possible, we encourage you to,

- **Attend all classes**—the importance of this cannot be overstated as the vast majority of people who have difficulty in this class do so because of infrequent attendance.
- **Prepare for lecture by having read in detail and made notes on the required reading prior to the class for which it was assigned.** While we can't guarantee you'll find all the reading interesting, it is, nonetheless, important. It's very important to keep up as best you can. *Don't expect all the reading material to be covered in lecture*—much of it is background that enhances and augments the lectures and may not be directly discussed in class, yet the best answers on the exams will respond to it.
- **Place you personal feelings aside.** Writing is both very personal, since we often express inner feelings, and very public, since others read them. In this way, it's much like public speaking. This can be very frightening. We often become defensive and sensitive to criticism, whether the criticism was offered as constructive or not. Try to be open to comments and, when making comments to others, try to avoid being critical of or insensitive to them as people.
- **Review lecture and reading notes with others in the class prior to the exams**—form a study group with friends or those who sit near you. The class has a lot of memorization (although we don't set out to make it that way, we still expect you to know facts and dates in addition to the general trends). The best way we've found to do this is with a study group.
- **Don't read and write in isolation!** Discuss the readings and your papers with others while you're working on them. Bounce ideas off others. Get feedback and comments both in recitation and outside class.
- **Actively participate during class**—ask questions, be involved mentally. We've learned over the years that there is a loose correlation between this and one's grade.

QUESTION POOL FOR THE MIDTERM AND FINAL

The course instructor will select three questions for the midterm exam from the following list; you will then select one of the three to answer on the exam.

- Anne Spirn has written about the concept of 'deep structure'—that for any landscape, there are a few fundamental physical and/or socio-cultural forces that most governed its development; consequently, they offer a useful guide to understanding of the landscape. I've proposed that two physical forces have been particularly important in the making of central Ohio: glaciation and plant succession. Describe how these forces shaped this landscape and how they continue to influence it today.
- Compare and contrast the landscape values held by James Kilbourne and Jonathan Alder, as representatives of Euro-Americans and Native Americans, respectively.
- From soil exhaustion to forest and wildlife depletion, Euro-Americans devastated each 'paradise' landscape they encountered as settlement raced westward across the continent in the 1700s and 1800s. What landscape values and government policies contributed to this wholesale environmental change?

- We saw a striking satellite image of central Ohio that illustrated the differing landscape philosophies of Thomas Jefferson and Alexander Hamilton. Describe each leader's philosophy and outline the means each used to shape the nation before, during, and after the Washington administration. How are their philosophies and the means they used to implement them visible in our landscape today?
- Discuss the sequence of steps that resulted in permanent Euro-American settlement on the Great Plains.
- Why was America so obsessed with western expansion despite the many environmental obstacles? Describe the principal attitudes and philosophies affecting westward expansion across the continent in the 1800s.
- Describe how continental America might have differed had it been colonized and settled by Europeans from the west coast progressing eastward, rather than from the east coast progressing westward.
- Describe the physical and socio-cultural factors that most differentiated John Muir's Old World boyhood home from his New World boyhood home. What meanings can be seen in these differences today?
- Discuss John Muir's immigration experience and the motives underlying it, from Old World to New, and then westward across the continent.
- Describe John Wesley Powell's alternate vision for western settlement and development and explain why it was, for the most part, ignored.
- What was Frederick Jackson Turner's *Frontier Thesis* and how was it the product of 19th century American thinking about the West? How is it evident today?

The course instructor will select three questions for part one of the final exam from the following list; you will then select one of the three to answer on the exam.

- How did traditional American landscape values change throughout the 1800s? Begin by stating the core landscape values typified by James Kilbourne, then sketch incremental markers of change to those values, concluding with the Hetch Hetchy debate.
- How did the emergence of scientific method and rational thinking change American environmental attitudes in the mid-1800s? Who were key contributors in this shift in popular thought? Does this paradigm still dominate public opinion about environmental stewardship?
- Discuss how the establishment and initial management of Yellowstone National Park reflected 19th century American landscape values and perceptions. How are current public perceptions of park and NPS management practices affected by this legacy?
- How have the concepts of preservation and conservation changed from the late 1800s to today and who have been the key advocates for each definition?
- Discuss the arguments pro/con for the proposal to dam Hetch Hetchy, and explain how those arguments arose from the context of the times: the Conservation Movement and the Progressive Era. How do those arguments continue today in national policy debates over the public domain?
- The American landscape is based on the rational – scientific-based thinking of the Enlightenment perhaps more than that of any other large nation. Yet such thinking may overlook some phenomenon

that affect the human experience to which other 'non-rational' ways of thought are more open. Discuss how our landscape is a product of the Enlightenment and how alternate ways of 'knowing' may better respond to some phenomenon.

- Explain how Olmsted's (and Vaux's) designs for Central Park and Riverside gave physical form to the suburban landscape aesthetic and social preferences emerging in the 19th century. How is this form visible today in residential developments, as well as apartment complexes, office and industrial parks, college campuses, and public parks?
- How have local, state, and federal governments promoted suburbia, and what have been some of the key socio-cultural and urban costs of this preferential treatment?
- Discuss the role of the courts in shaping our landscape since WW-II. How has this role complimented or been at odds with environmental legislation?
- Compare and contrast the 'walking city form,' 'streetcar form,' and 'auto-oriented form' for the city of Columbus. What physical forces, social policies and programs, and landscape values shaped those forms?

The course instructor will select three questions for part two of the final exam from the following list; you will then select one of the three to answer on the exam.

- Define 'ceremonial time' and 'landscape literacy' and apply the concepts to the central Ohio landscape.
- Property. No concept has shaped the American landscape more. Explain its influence on our physical and socio-cultural landscapes.
- From the Treaty of Paris in 1783 until the Depression era, the government sought to rid itself of the public domain. Why and how did it do so? How have these land distribution policies and practices shaped the landscape?
- Our landscape is as much a function of 'fiction' as 'fact,' as our landscape perception and behavior have been affected as often as not by myth, illusion, and misperception. Explain and give examples.
- Discuss how consideration of land and the environment as commodities, as (private) property, have shaped the American landscape.
- Describe how perception of the New World as a vacant, virgin land, as a 'blank slate' free from the historical bonds that tethered the Old World to its thousand-year settlement past, shaped the development of the American landscape.
- Define and discuss 'stewardship' as presented in class and trace the development of it as both a goal and behavior over the past 200 years.

DAILY LECTURE CALENDAR

<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Assigned Readings</u>
			V = <i>Visions of Paradise</i> ; Y = <i>Yearning for the Land</i> ; D = <i>Dam!</i> ; # = <i>Carmen</i>
3/24	M	Course introduction, ceremonial time & landscape literacy	V, 1-9; 203-206
3/26	W	Deep structure: time lines, glaciation	#1
3/28	F	(cont.'d): soils, hydrology, vegetation, wildlife	#2; V, 39-42
3/31	M	Native American values: Scoouva & Jonathan Alder	V, 11-29
4/2	W	Euro-American values: James Kilbourne	V, 30-37
4/4	F	Grand design: Continental Congress, VMD, the grid	V, 43-64
4/7	M	(cont.'d) Jefferson & Hamilton	
4/9	W	Imperial and imperialistic motives for western exploration & expansion	V, 65-115
4/11	F	The immigrant experience: John Muir's Old and New Worlds	Y, 3-174
4/14	M	(cont.'d)	Y, 175-281
4/16	W	Turner's 'Frontier Thesis' and Powell's "Arid Lands Report"	V, 116-136
4/18	F	<i>The Battle for the Great Plains</i> (58 min. video)	
4/21	M	Midterm	
4/23	W	19 th century changes in environmental attitudes	V, 137-151
4/25	F	Wilderness 'preservation' for pleasure seeking: Yellowstone National Park	V, 165-176
4/28	M	Muir & Pinchot: Hetch Hetchy, then	D, 1-181
4/30	W	Politics and environment: Hetch Hetchy, now	D, 182-325
5/2	F	<i>Wild by Law</i> (58 min. video)	
5/5	M	Carson's 'web of life'	
5/7	W	Litigating Leopold's land ethic: NEPA & EIS, <i>Sierra v. Morton</i>	V, 207-235
5/9	F	The dance of legislation: strip mine regulation	V, 236-245
5/12	M	Alternate views: science v. 'non-rational' ways of knowing	V, 247-251
5/14	W	China, by comparison	
5/16	F	Defining the suburban style	V, 253-313
5/19	M	A conceptual model of city form	V, 314-339
5/21	W	Columbus (sub)urban growth	#3
5/23	F	(Cont.'d): the High St. bus ride	
5/26	M	Memorial Day, No Classes	
5/28	W	Post WW-II auto-oriented housing and commercial landscapes	
5/30	F	The 3-Ds of urbanity: density, diversity, detail	V, 341-3
6/4	W	Final Exam in Knowlton #250, 9:30 AM – 11:18 AM	

GENERAL RECITATION CALENDAR (each TA may make some adjustments)

<u>Date</u>	<u>Day</u>	<u>Topic</u>
3/25	T	Paradise defined: an in-class discussion; <i>homework: read assigned stories</i>
3/27	R	Assign issue paper; form discussion circles and discuss characteristics of effective class participation; discuss characteristics of good descriptive and analytical writing using the assigned readings as guides to examine different approaches, points of view, types of content, styles of evidence/argument, and narrative styles; <i>homework: walk the Olentangy bikepath between King Ave. and Olentangy Village (just north of the Olentangy Wetlands) and read assigned stories</i>
4/1	T	Library research methods and Writing Center; <i>homework: read assigned stories on landscape issues</i>
4/3	R	Continue discussion of effective writing, including types with short preparation times such as the in-class assignments and exams, using the assigned readings as guides; discuss issue paper topics and characteristics, and discuss the Olentangy bikepath walk; <i>homework: read assigned stories on landscape issues</i>
4/8	T	Issue Paper draft due; In-class writing exercise #1: response to bikepath walk; <i>homework: exchange drafts and write constructive comments</i>
4/10	R	Discuss strengths and weaknesses of draft papers in discussion circles, relate papers to the assigned readings; <i>homework: read assigned stories on landscape issues</i>
4/15	T	In-class writing exercise #2: exam-like question
4/17	R	midterm review
4/22	T	Continue work on paper and discussion of effective writing style
4/24	R	Issue paper due
4/29	T	Assign landscape analysis paper; discuss the characteristics of effective expository writing; <i>homework: read assigned stories</i>
5/1	R	Discuss topics and characteristics of analysis papers; relate to readings
5/6	T	In-class writing exercise #3; <i>homework: read assigned stories</i>
5/8	R	Analysis draft due; plan debate on contemporary urban form define and discuss stewardship, especially as related to urban and suburban life; <i>homework: exchange drafts and write constructive comments</i>
5/13	T	Discuss strengths and weaknesses of draft papers in discussion circles; relate papers to the assigned readings; <i>homework: ride High St. bus from Capitol Sq. to Worthington Sq. (this takes about 3 hours)</i>
5/15	R	Continue work on landscape analysis paper; <i>homework: read assigned stories</i>
5/20	T	In-class writing exercise #4: the meaning of contemporary urban form: analysis and interpretation of something seen on the transect of the city; <i>homework: read assigned stories</i>
5/22	R	Analysis due; Continue preparations for debate: organize sides and arguments; <i>homework: background reading on the urban form issue to be debate</i>
5/27	T	Debate: meaning of contemporary urban form
5/29	R	Final exam review