

LANDSCAPE ARCHITECTURE & TIME

Professional Practice of Landscape Architecture II: Landscape Architecture and Time

LA 516

August 21-December 1, 2018

Tuesday, 10:00am-12:40pm, (exception: fieldwork day at Jackson Park: 9:00am-5:00pm (lunch break 12:30-1:30pm)

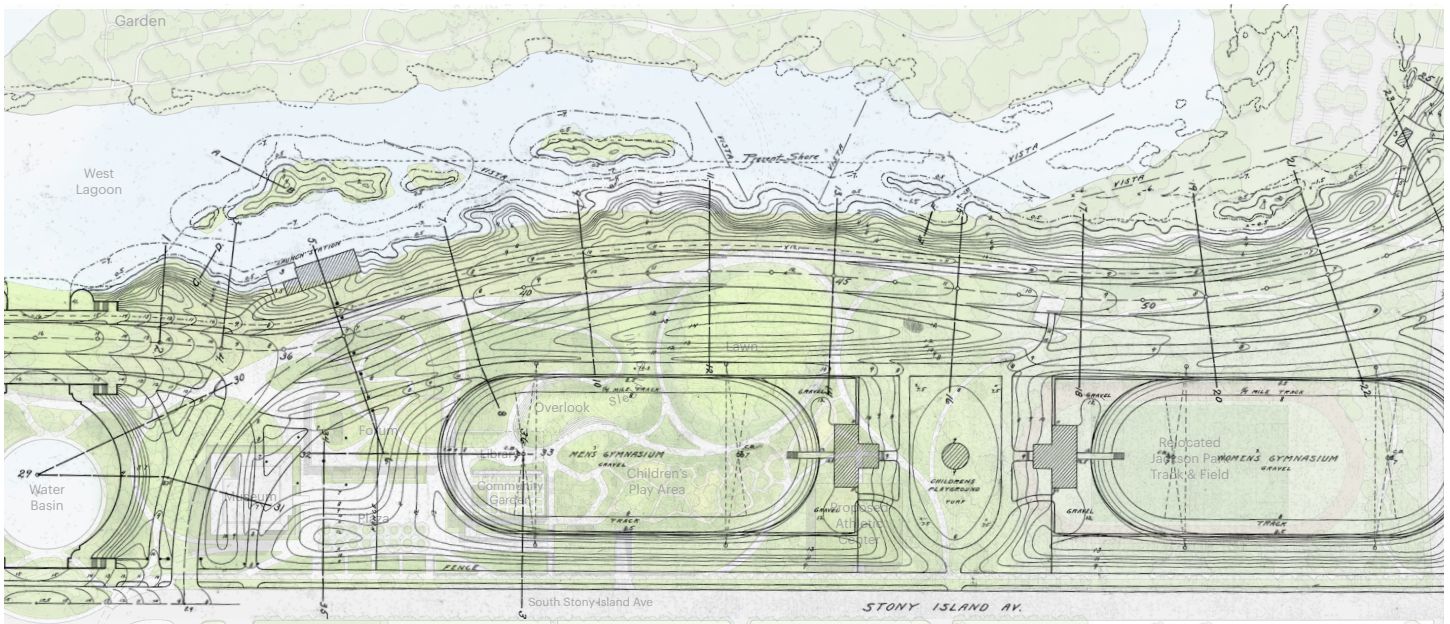
Location: Crown 500

Meg Studer, Part-Time Professor

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office hours: Monday 9-12pm (by zoom), Tuesday 9-10am (in Crown), email to confirm appointment for an hour slot

(before you email me questions, read the syllabus and read this: <http://bit.ly/2bjlFSa>)



Parks and Publics; Dynamic Tools and Contested Occupations

Olmsted, Olmsted, and Eliot (et. al.) Excerpt of Jackson Park regrading, programming. 1895.

Underlay: Obama Library Campus Plan. As proposed. 2018 version.

COURSE DESCRIPTION

Landscape Architecture and Time (LA 516) is a 3 credit course. With a mix of fieldwork, readings, and synthetic research drawing, it focuses on landscapes, infrastructure, and urban plans as they were projected, produced, and have evolved over time. Chicago's Jackson Park will anchor the contextual exploration of iconic plans, reformist polemics, and sociological documentation of city dynamics, starting from the 1870s-2000s. We'll explore the park site and system dynamics constructed/choreographed by Olmsted, Burham, Eliot, Addams, and others as a way of thinking through and drawing through different manifestations of Chicago's public realm and urban landscapes.

The course emphasizes the intersections of multiple types of time in multi-scalar systems, symbiotic material behaviors, and instrumental design, planning, and planting adaptations. While succession and maintenance cycles will be a constant lens, we will variously address speed, density, acclimation and growth cycles, preservation, and urban eco-system performances, as well as the social and spatial experiences of temporally activated landscapes. Across the term, students will examine theoretical texts and period records to develop analytic and synthetic descriptions of landscape structures, dynamics, and performance within the modernizing city. Embracing the overarching mission of landscape architecture (to prepare students to envision, articulate, and design environmentally, socially vibrant urban landscapes), the course helps students hone their ability to combine everyday observations, archival exploration, and analytic sketches when exploring sites and systems.

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course materials available [here](#) (google drive link)

Although the course is a research and professional practice seminar, it does not focus on producing a single research essay. Instead, research and readings will be drawn – in maps, typological sections, and metabolic diagrams – and discussed, with each session seeking to explore urban dynamics and the focused drivers of landscape. Thus students are invited to critically draw upon their backgrounds – in spatial modeling, graphic communication, and typological/temporal scenario creation – to develop rich, vivid responses to an individually defined research propositions or problems.

METHOD & STRUCTURE

This course is based on a hybrid seminar format with site visits, visiting lecturers, and in-class reading discussions.

Site visits will enable students to contribute their own site documentation and analysis to the mapping and typological drawings. Discussion classes, generally, will begin with an ‘open-book’ drawing discussion, where student diagram the proposed components and relationships within period planning documents. Short lectures will then provide expanded design and cultural context. And, students will take turns leading a focused discussion of precedent readings. Visiting lecturers, throughout the term, will lecture on the debates, design, constituents, and tactics set to shape Jackson Park over the next decade. The mid-terms and finals there will be a group reviews, where students present their research on material and social dynamics to an audience of peers and invited critics for discussion.

Students will be expected to participate in class discussions, presentations, and exercises as well as complete their research exercises in a timely manner. Outside of class session, students must engage in reading and research. Requirements for research/drawing assignments will be distributed in class and available on the website. An office hour consultation is required – at least once per term – serving as desk-crits to aide in assignment revisions. Briefs will define the expectations for the course submissions. Deviations from required formats and/or lateness will impact submission grades.

EDUCATIONAL GOALS

Landscape and Time is the second professional practice course. In analysing historical precedents, design, administrative, and policy tools, it aligns with the role of research in everyday practice: the process of continually gather and integrating new site information – from field observations to prior usage documentation and aggregated ecological assesments – as well as adapting new tools to speak to clients, constituents, and peers. And, like much of practice, depends on the ability to synthesize multiple sources and articulate how assumptions, ideas, and concrete designs condition reality. In exploring Jackson Park – its different components and past occupations – the course asks students to speculate on organizations and generative elements proposed, and reflect on their divergences and similarities to contemporary ideas of urban activation, ecological adaptation, and landscape-driven urbanisms.

Within the NAAB realm of Critical Thinking and Representation, the educational goals in this course include the development of the following list of skills and concepts:

- Critical Communication
- Design Thinking
- Investigate skills, inclusive of use of precedents, ordering systems, historical and cultural contexts

LEARNING OBJECTIVES

The learning objectives of Landscape and Time are developed from the above educational goals, and include the following actions and activities through which these specific skills and concepts are conveyed to the student.

- Critical Communication skills are developed through assigned readings, discussion leadership, and, in-class, analytic engagement with research precedents and peer work/drawings, including exploration of ‘design’ translations/spatio-social implications and interpretations of history and policy dynamics.
- Design thinking is enhanced through the iterative development of graphic and interactive research projects (maps, sections, diagrams); this should cultivate precise drawing and visual hierarchies, thoughtful editorial text, and the intelligent establishment of visual/verbal arguments suited to public and disciplinary discourse.

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course materials available [here](#) (google drive link)

- Investigative skills are developed through digital and archival research, including the process of documentary collation, cartographic analysis, synthesis and speculation. This pragmatic exposure should expose students to a) the 'triangulated' nature of archival documents, fieldwork, and original drawing and thus b) help them pragmatically organize their materials and time when considering a research project by c) strategically balancing secondary and primary sources.

SCHEDULE OVERVIEW WEEKLY TOPICS & THEMES

Phs 0:	session 1	Intro & Approach: Temporalities & Dynamics in Chicago's Urban Environmental History
Phs 1:	session 2-4	Matter & Time, Profession & Publics: Landscape Temporalities & Modern Temporalities Proposals for a) discussion leadership (wk 5-12), b) 'social-material' dynamics boards <i>Field Visit: Jackson Park (extended Saturday, week 4)</i> <ul style="list-style-type: none">• 2: types of time - cultural, astronomical types; graphic, landscape manifestations & articulations• 3: layers, constests of occupation - limits/conditions of projected use by Obama Foundation• 4: site visit - selecting sites and systems to explore construction, experience of landscape temporality
Phs 2:	session 5-9	Conquest & Colonization: Dynamics of Speculation, Acclimation, Succession Proposals for c) final Jackson, dynamics proposition boards (week 12) and d) perception board based on site visit (week 6 draft version) Based on interest a) lead discussion and b) 2 pg position/op paper on speaker topics <i>Midterm Review: 'social-material' dynamics boards (week 9)</i> The Time(s) and Dynamics of: <ul style="list-style-type: none">• wk5: fiscal speculation - land codifications & parks - boom/bust/indebtedness on the (Southside) grid• wk6: infrastructure(s) - forestry phasing & rail extension - acclimations as midwest colonialization• wk7: (accelerated) succession - waters' edge articulations - Olmsted's islands in Columbian Exhib.• wk8: (exhibited) acclimations - experiments, introductions & enclosures - horticultural aims "
Phs 3:	session 10-14	Reforms & Remediations: Dynamics of Enculturations, Urban Metabolisms, Agitation Based on interest a) lead discussion and b) 2 pg position/op paper on speaker topics <i>Mock-up/Research Group-Crits: Jackson, dynamics proposition boards (week 12)</i> The Time(s) and Dynamics of: <ul style="list-style-type: none">• wk10: (corporeal) enculturation - programs & publics - sport, play, and fieldhouses in Jackson Park• wk11: (racial) exclusion, agitation - de facto & de jure publics - segregation and activism in Jackson Park• wk13: urban metabolisms - remediations/soil systems - re-forming the grounds of Jackson Park• wk14: hybrid ecologies - novel ecologies & niches - lake communities in Jackson Park
Phs 4:	session 15	Review/Submit (pdf): Jackson, dynamics proposition boards (week 15)

TEXTS OVERVIEW ALL READINGS TO BE POSTED

All weeks from 2-14, outside reviews and group-crits, will include assigned reading. Each discussion and/or lecture week will include **3 core texts** which all student are expected to engage critically and speculatively.

As designers, I expect you to be able to summarize a text's contents and arguments; **who is this speaking to and what does it say?** I also want you to approach each course session as a group exploration, verbally and visually, of lateral connections and conceptual applications. **How do we see the material dynamics and relations actualized by landscapes/landscape design in connection with intensive, social systems and our anthropocene environment; how might we re-consider and re-present the mundane, technical tools and documents of practice that shape, apply, or amplify 'time' as conceived within these enlarged lenses?**

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course materials available [here](#) (google drive link)

Broadly, the weekly required readings include:

a) an emblematic exploration of the social, cultural, and ontological 'stakes' of material-cultural praxes.

This series of texts will include voices from the history of science/technology, eco-criticism, object-oriented-ontology, and anthropology to help you consider the broader impacts and interactions leveraged or catalysed by seemingly simple landscape materials or policy engagements.

b) a historical episode focused on Jackson Park or the urban/regional armature of public-spaces in Chicago.

This series of texts will include landscape, urban, and sociological histories of the South Side to focus your attention on particular formal elements, policy tools, and urban relationships at play in the material actualization and experience of landscape, from affective and spatial encounters to their connection with structural inequalities.

c) a period document - typically technical, administrative, or otherwise produced by designers, park departments, etc. - used in the course of proposing, executing, or maintaining designed landscapes (or a history of those documents and graphics).

This series of texts will include Jackson Park plans, Commission reports, the results of FOI appeals, and the like from the Parks' Archive, Chicago's legal department, and watch-groups like the Parks' Citizen Action Panels. While I would encourage everyone to skim these documents, it will be the responsibility of the weekly discussion leader (weeks ~5-14) to offer a contextual speculation on the types of time manifest in within the protocols, standards, and collated report series of the week (aside the material and historical texts).

In addition, there will be contemporary/lateral juxtapositions - this will be a mix of today's design projects and research proposals - taking on similar thematics or expanding the issues/times at play. Feel free to reflexively bring these materials into discussion, to compare and contrast the tools, concepts, and ends at stake. A second set of optional readings are listed, as an aide to starting mid-term and final research.

For those wishing to grasp this approach of oscillation between types of literature and scales of focus, I'd recommend reading the following:

- Bruno Latour. "Introduction" from *We Have Never Been Modern*. Cambridge: Harvard University Press, 1993.
- Richard L. Hindle. "Patent and Place: Intellectual Property and Site-Specificity." in *Forty-Five: A Journal of Outside Research*. Accessed December 16, 2017. <http://forty-five.com/papers/139>.

ASSIGNMENTS OVERVIEW BRIEFS TO BE POSTED

WEEKLY ASSIGNMENTS:

- **Student should spend 3-4.5 hours reading each week and use the remaining time, 3-1.5 hours, to prepare research and graphics related to your midterm and final projects.**
- **Each week you will be provided with 2-3 prompts, based on the reading; You should pick a prompt and spend 15 minutes drawing a response.** Your sketch type will vary - sections, diagrams, plans, phasing charts, etc. - but this is meant to focus your attention and should provoke questions for discussion in class. You be asked to submit these sketches - as quick photos - on the Sunday evening before class.
- For those who read slower, I'd recommend you read each article or book's introductory paragraphs, the concluding paragraphs, and select a subsection of the text that demonstrates how the author is shaping an argument - how they use examples, read objects, and/or cite others to build different ideas of cultural and material dynamics manifest in landscape.
- **For weeks with lecturers, each student should come to class with 2-3 questions** - Kris Lucius, JPAC panel, *Site Design Group* or *USACE* (date tbd).

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course materials available [here](#) (google drive link)

LEADING DISCUSSION (ONCE PER TERM):

- **Every student is expected to lead class discussion once and provide a short presentation with discussion questions. They should develop a powerpoint presentation, with approximately 20-30 minutes of slides, interspersed with discussion questions.** They are expected to offer a provisional thesis that synthesizes the readings; they should use visuals (drawings, photos, period ephemera) that articulate the overall temporal articulations/performance of landscape; and, ultimately, they should identify the graphic, disciplinary, and administrative tools at work in structuring time. While making a speculative argument about the connections between cultural, material, and formal systems at play, the interspersed questions for the group should use details - visual or textual - to foster wider discussion and alternate readings by their peers.
- **Students are required to submit a rough outline of their presentation for review, due Friday at midnight the week before leading class.** This should include bulletpoints of their thesis and discussion questions and, as available, the key samples they're likely to include in their argument. The professor will respond by Saturday evening with comments on the outline/questions to help shape the presentation.
- **TAKE NOTE: The topic that each student leads discussion on will also be the subject of their midterm boards.** Take advantage of this overlap. If you lead discussion in the first half, use the presentation preparation to jump-start your personal research and the discussion to test ideas with your classmates. For those in the second half, consider how the research for your midterm boards might contribute to a richer understanding of the readings and suggest additional precedents for presentation to your peers.
- **Students must email and print-out their final questions to distribute to their peers for consideration during class.**

ANALYSIS & PROPOSITION BOARDS (3 ASSIGNMENTS):

Separate assignment sheets will be distributed with finer details and submission directions.

- **Each board should be plotted at 22 x 34 in horizontal or vertical (your preference) and a 50% version (11 x 17 in) should be submitted as an illustrator editable pdf.** Feel free to include other's mappings (with overlaid annotations), your measured sketches, etc. in setting up a diagrammatic argument; cite all sources at the bottom of your board in Chicago Style.
- Think of these boards as deeper explorations of the seminar session themes, just as a research paper typically explores a position or topic sketched within seminar readings - the goal here is to consider both the cultural, material, and physical shaping of time and our experience of it... and to explore how you, as a designer, might make use of graphic tools to dissect structures of cyclic, event-driven, and linear time.

SITE EXPERIENCE BOARD (1): Based on our class tour (your photos) and a combination of historical documents (Olmsted plans, South Park plans) this board should focus on an area (exemplary of elements or systems) in the park and articulate how you see the experience/expression of time. For instance, consider how sequence is staged in the wooded island; how do views, plantings, reflections, topography (etc.) all manifest time as well as staging ideas of movement, distance, embodiment and even 'history'; what seems new, old, maintained, neglected, and what ideas of restoration or preservation can be seen in the surfaces, furniture, paths; how do features or programs speak to social ideas or monumental notions; what's their relation to current and projected uses; where do you see the cycles of climate, season, or niche deliberately amplified or adapted? ...and so on.

This board is to focus your attention on built and concrete details in the park - to draw out how a single or serial detail, nested in the context of the park and the neighborhood. It should tell a temporal story. No specific drawings are assigned - I'd anticipate select photos and combination of diagrammatic plans-and/or-sections reflecting on sequence or phasing in tandem with analysis of features in space - placement, enclosure, curation - based on your visit.

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course materials available [here](#) (google drive link)

MATERIAL-CULTURAL DYNAMICS BOARDS (2): Based on your chosen discussion section topic, your midterm boards should draw out the embedded dynamics of Jackson Park's programming, planting, or construction. For everyone, this should include multiple scales and capture the how park use and form has responded to or participated in the intensive alteration/codification of time in modernity. Depending on your topic, your boards might include diagrams and patents, linking the cultural and technological shift in 'day' (lighting) or 'season' (greenhouses, refrigeration) to the programmatic and material footprints of the park. Or you might chart funding streams or recreation schedules to talk about the bureaucratic tools and enculturation agendas nested in 'public' space, analyzing urban and programmatic adjacencies at the scale of daily, weekly, yearly intervals.

Akin to the weekly readings, the two boards should allow you to focus on two general scales, moving from regional networks and/or their (place-less) technologies in Board 1 to their manifestation at the scale of Jackson Park (its' components as well as urban context) in Board 2. Keep in mind that you are charting the intersection and inflection of different types of time and their hybridized manifestation as spatio-material and cultural systems; while analytic and argumentative, these boards are akin what you might produce for studio.

Posting order and location for the mid-term review will be distributed a week in advance; everyone should be posted by before class starts to allow adequate time for feedback.

CULTURAL DYNAMICS, COUNTER PROPOSAL BOARDS (2): Your final boards should analyse an aspect of the Obama Library proposal for Jackson Park - from its' adjacencies to the planning process - and offer an adaptation or alterate proposals that picks up on the dynamics of programming, planting, or construction. This may build off the systems analyzed for the mid-term or take on contemporary issues of time, programming, and contested public space. Consider this assignment both analytic and speculative; the scales or systems engaged by your counter-proposal has been left deliberately open; you are free to offer a polemical/temporary intervention, legal/bureacratic manipulation, or more standard spatial and formal proposal - just consider the different constructions of time you might wield and the conversations or constituencies you might align with to provoke a different future for the park.

Like the midterm, the two boards should allow you to segment your focus: in Board 1, you should analyse the current proposal for the Obama Library, its' spatial and temporal relations; Board 2 should be your quick counter proposal, articulating the main temporal dynamic and its' social as well as spatial aims and articulation. Keep in mind that your proposal should answer or respond to your analysis of the Obama proposal/process; while analytic and argumentative, these boards are akin what you might produce for studio, but in their vein of a design charrette.

For week 12, you should have your analysis of the library mostly done, with a sketch of your proposal board ready for feedback - this can be scans laid in approximate position on your final board. We'll review this material in groups of 3 or 4, which will be circulated on week 11.

For the final review, posting order and location will be distributed a week in advance; everyone should be posted by before class starts to allow adequate time for feedback. Digital copies of all work will be due by Wednesday morning November 28th (barring conflicts with studio reviews).

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course materials available [here](#) (google drive link)

CLASS BY CLASS COURSE SCHEDULE

INTRODUCTION

Grey sections or chapters in course outline = optional reading

Tuesday_01 **COURSE INTRODUCTION + EXPECTATIONS**

August 21

Syllabus Review & Project Overview

Temporalities & Dynamics - Landscapes as speculative, social, & material armatures

- Pragmatics: shared introductions, office hours, structure and schedule
- Themes: See headers within schedule
- Approach: Cultural-Onto Impacts, Design Episodes & Articulated, Dynamics in (admin) Details;
- Term Research Assignments: General Structures, Schedule of Due Dates, Precedent samples

Optional Reading/Watching:

Bruno Latour. "Introduction" from *We Have Never Been Modern*. Cambridge: Harvard University Press, 1993.

Richard L. Hindle. "Patent and Place: Intellectual Property and Site-Specificity." in *Forty-Five: A Journal of Outside Research*. Accessed December 16, 2017. <http://forty-five.com/papers/139>.

MATTER & TIME, PROFESSION & PUBLICS

Tues_02 **PLOTTING TIME IN MODERN LANDSCAPE, CULTURAL LANDSCAPES**

August 28

Cultural Codifications, Quantifications, Cyclic & Intensive Articulations/Manifestations

Required Readings: pages assigned 55 (lots of images), optional pages 35

- a) Kern, Stephen. "The Nature of Time" in *The Culture of Time and Space, 1880-1918*. Cambridge, Mass: Harvard University Press, 2003. 10-36.
- b) Dupleman, Sonja and Susan Herrington. "Plotting Time in Landscape Architecture." *Studies in the History of Gardens & Designed Landscapes* 34, no. 1 (January 2, 2014): 1-14.
- c) Rosenberg, Daniel, and Anthony Grafton. "Time in Print." *Cartographies of Time: A History of the Timeline*. New York: Princeton Architectural Press, 2012. 10-26.

Optional Contemporary/Lateral: (Process and time in recent proposals, projects)

Berrizbeita, Annita. "Re-Placing Process" in *Large Parks*. New York: Princeton Architectural Press, 2007. 175-198.

Optional General:

Schivelbusch, Wolfgang. "Time and Space" *The Railway Journey: The Industrialization of Time and Space in the Nineteenth Century*. Oakland, California: University of California Press, 2014. 33-45.

Tues_03 **PLOTTING PUBLICS IN SOUTH CHICAGO (AKA OBAMA LIBRARY CONFLICTS/CONTESTS)**

September 4

Uses of the Past, Preservation, and Projection of the Public in Jackson Park

Due: Selection of week to lead discussion (sessions: 05-08, 10-11, 13-14).

Required Readings: pages assigned 60 (skim - South Shore plan)

Lecturer Kris Lucius, from SmithJR Group - working on framework plan.

"Framework- Jackson_South_Shore Framework Plan". 1999 and revisions. (44pg)

Julia Sniderman Bachrach. "Jackson Park-Revised Assessment". 1995. (21pg)

Charles A. Birnbaum. "Jackson Park-Section 106 Review" from the Cultural Landscape Foundation. 2018. (10pg)

"The Obama Presidential Center." Obama Foundation. Accessed July 20, 2018. Skim Foundation site generally.

"What the History of Jackson Park Tells Us About Its Uncertain Future." *South Side Weekly*, May 30, 2017. (~9pg)

O'Donnell, Patricia Marie, and Gregory Wade De Vries. "Entangled Culture and Nature: Toward a Sustainable Jackson Park in the Twenty-First Century." *Change Over Time* 5, no. 2 (2015): 248-65.

additional websites to come - Tree removal, recent legal/operational acceptations

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course materials available [here](#) (google drive link)

Sat_04 SITE VISIT - JACKSON PARK

September 8, 15

Date to be determined by rain, coordination with studio deadlines

Site Documentation Protocol, maps and images to be provided in advance of the trip for printing

We'll cut a general path through the park working from:

- Museum steps to the Wooded Island
- Wooded Island back-tracking to the Obama Library site
- Obama site circling south to cross toward the driving range and end, ultimately at the beach

CONQUEST & COLONIZATION Dynamics of Speculation, Acclimation, Succession

CHI-LAND SETTLEMENT - PROJECTIVE, CODIFIED, ACCELERATED

Sat_05 SPECULATION, DYNAMICS AND EXCURSIONS: PRAIRIE PROPERTIES AND 'PROSPECTS'

September 18

Urban Grids and Urban 'Futures' (parcels, property, and the promise of uniform returns)

Required Readings: pages assigned 63 (inclusive of maps), optional pages ~8

- a) Cronon, William. "Patterns on a Prairie Landscape," "Metropolis & Empire," in *Nature's Metropolis*. New York : W. W. Norton, 1991. 23-30, 41-54. (20pg)
- b) Lewinnek, Elaine. "Introduction," "Vast & Sudden Municipality," "Lake and Jungle", "Mapping Chicago, Imagining Metropolises" in *The Working Man's Reward*. New York : Oxford, 2014. 3-14, 66-86. (see graphics in S.E. Gross pamphlet). (31pg)
- c) Selections from *The Parks and Property Interests of the City of Chicago*. Chicago: Western News Company, 1869. 31-43. (12pg)

Optional Modern/Lateral: (grid differentiation & design, garden city era)

"City Residential Land Development : Studies in Planning : Competitive Plans for Subdividing a Typical Quarter Section of Land in the Outskirts of Chicago." Ed. by Alfred B. Yeomans., 1913. skim visuals only

Optional General:

"The Grid and Its Guises." *Urban Omnibus*, March 28, 2012. <https://urbanomnibus.net/2012/03/the-grid-and-its-guises>. (8pg)

Sat_06 ACCLIMATION, STRATEGIES AND ALLIANCES: 'ADJUSTING' MIDWEST CLIMATE CYCLES

September 25

Regional Networks, Tempered 'Seasons' and Saturations (rail time, connection, and climate)

Due: Site Experience Diagrams - draft board on experiential dynamics - historic materials, site visit

Minimum work equals (1) 11x17 or 22x34 board of site experience analysis

Everyone must sign-up for office-hours between week 6 and week 7 to outline midterm approach

Required Readings: pages assigned 51 (inclusive of lots of maps), optional pages ~27

- a) Pauly, Philip. "Introduction", "...Accidents of Natural History: Tree Culture & the Problem of the Prairie" in *Fruits and Plains*. Harvard University Press, 2007. 1-8 opt, 80-98. (18pg)
- b) Cleveland, H. W. S. "Essay on Forest Planting on the Great Plains" in *Landscape Architecture, as Applied to the Wants of the West*. Chicago, 1873. 98-116 (18pg)
- c) Schulten, Susan. "....Expansion and Environmental Mapping" *Mapping the Nation: History and Cartography in Nineteenth-Century America*. Chicago, Ill.: University of Chicago Press, 2013. 79-119 (sub-section, environmental) (15pg)

Optional Modern/Lateral: (forestry at Biltmore)

Thoren, Roxi. "Deep Roots: Foundations of Forestry in American Landscape Architecture." *Scenario Journal* (blog), April 3, 2014. <https://scenariojournal.com/article/deep-roots/>. (15pg)

Optional General:

Giacomelli, Joseph. "The Meaning of Uncertainty: Debating Climate Change in the Gilded-Age United States." *Environment and History*, Volume 24, Number 2, May 2018. 237-264

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course materials available [here](#) (google drive link)

FAIR FRAMEWORKS - TEMPORARY, TIDAL, TRANSPOSED

Tues_07 **EXCAVATIONS, EMPHASIS AND 'EDGES': 'ADAPTING' ECOLOGIES IN JACKSON'S WOODED ISLANDS**

October 2 Designing Accelerated and 'Successional' Spaces (notions of niche, enclosure, and amplified growth)
Everyone must sign-up for office-hours between week 6 and week 7 to outline midterm approach

Required Readings: *pages assigned 58 (inclusive of photos), optional pages ~20 max*

- a) Wooster, Donald. "O Pioneers: Ecology on the Frontier", "Clements and the Climax Community" in *Nature's Economy*. Cambridge University Press, 1994. 189-91, 205-220. (18pg)
- b) Schuyler, David. "Frederick Law Olmsted and the World's Columbian Exposition." *Journal of Planning History* 15, no. 1 (February 2016): 3-28. (25pg)
- c) Selections from Olmsted, F.L. "Landscape Architecture of the Columbian Exposition," from *The Final Official Report of the Director of Works of the World's Columbian Exposition*, vol. 2 (New York: Garland, 1989), Part One, vol. 2. (~10-15 pages of letters)

Optional Contemporary/Lateral: *(islands and experimentation)*

Callejas, Luis, and LCLA Office. *Islands and Atolls*. New York: Princeton Architectural Press, 2012. - interviews, skim images

Optional General:

Cowles, Henry. "Introduction" and "Appendix: Principal Localities..." in *The Plant Societies of Chicago and Vicinity*. Chicago. 1901. 7-8, 66-76.

fieldwork **ALFRED CALDWELL AND THE PERFORMANCE OF DEMOCRACY: STUDY TRIP TO CADWELL FARM**

October 8 Researching landscape designs and exploring how to "archive" a successional landscape

Tues_08 **CULTIVATIONS, COLLECTION AND EXHIBITION: AGRO INDUSTRY AND INSTITUTIONS IN JACKSON PARK**

October 9 Showcasing Horticulture, Its Adapted 'Days' and Dispatches

Required Readings: *pages assigned 60 (inclusive of photos), optional pages ~26 max*

- a) Pauly, Philip. "Immigrant Aide: Naturalizing Plants in the Nineteenth Century" in *Fruits and Plains*. Harvard University Press, 2007. 99-130. (31pg)
- b) Maloney, Cathy Jean. "World's Columbian Exposition" in *World's Fair Gardens: Shaping American Landscapes*. Charlottesville: University of Virginia Press, 2012. 55-83. (likely later sections)
- c) Bailey, L. H., and World's Columbian Exposition. "Environs, Wooded Island" from *Annals of Horticulture in North America for the Year 1893*. New York,: Judd, 1894. 95-115, skim 136-172- plant/society/station lists. (20pg)

Options Contemporary/Lateral: *(plant migration in the anthropocene)*

Handel, Steve. "Migrations in Our Habitats, Scaling From the Clone to the Continent." *Scenario Journal* (blog), July 2, 2017. <https://scenariojournal.com/article/migrations-in-our-habitats/>. (10pg)

Optional General:

Allen, E. W. "The Agricultural Experiment Stations in the United States." *Science* 12, no. 290 (July 20, 1900): 56-72.

MID-TERM REVIEW

Tues_09 **MATERIAL-CULTURAL DYNAMICS: BOARDS DIAGRAMMING THE NEGOTIATION OF LANDSCAPE & TIME**

October 16 Assignment Details and Submission Instructions to be distributed during term
Minimum work equals (3) 11x17 or 22x34 boards, inclusive of site experience analysis

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course materials available [here](#) (google drive link)

URBAN REFORMS & REMEDIATIONS City Metabolisms & Modern Recreation Ideals

PROGRESSIVE PUBLICS - INDUSTRIAL, EMBODIED, EXPANDED

Tues_10 **ENCULTURATION, MUSCLES AND MORALS: SETTLEMENT REFORMS IN PLAYGROUNDS AND PARKS**

October 23

Communal Conditioning, Reaction 'Time' & Recreational 'Hours'

Proposal for Finals due: focus theme

Lecturer Louise McCurry on JPAC and advisory tools - readings to be adjusted accordingly

Required Readings: pages assigned 65, optional pages -24 max

Evans, Robin. "Rookeries and Model Dwellings" in *Translations from Drawing to Building*. Cambridge, Mass.: MIT Press, c1997. 93-118

Bachin, Robin Faith. Sub-sections from "To Lay the Foundations for Good Citizenship: Neighborhood Parks..." in *Building the South Side*. Chicago: U. Chicago. 2004. 127-169.

South Park Commissioners. skim playground plans, programming tables, and activities in "Report of Director of Gymnastics and Athletics" in *Report of the South Park Commissioners*, 1906 edition.

Optional Contemporary/Lateral: (debates on public/private leisure activities)

Beardsley, John. "Conflict and Erosion" in *Large Parks*. New York: Princeton Architectural Press, 2007. 199-213.

Optional General:

Peña, Carolyn de la. "The Origins of Cybex Space." *Cabinet Magazine*. Accessed July 23, 2018. <http://cabinetmagazine.org/issues/29/pena.php>. (10pg)

Tues_11 **AGITATION, ACCESS AND ACCOUNTING: SEGREGATION, FUNDING, OCCUPATION OF JACKSON PARK**

October 30

Urban Patronage, Participation, and Re-Distributing Programming

Required Readings: pages assigned 48, optional pages -40 max

Wolcott, Victoria W. "A Tarnished Golden Age: Race and Recreation before WWII" in *Race, Riots, and Roller Coasters: The Struggle over Segregated Recreation in America*. University of Pennsylvania Press, 2012. 13-46.

Washington, Sylvia Hood. "We Fight Blight... Urban Conservation Movement", "Epilogue" in *Packing Them In: An Archaeology of Environmental Racism in Chicago, 1865-1954*. Lanham: Lexington Books, 2004. 198-92, 193-202.

Chicago Department of Parks and U.S. Justice Department. 1983 Agreement on facilities staffing and funding (in wake of lawsuit). See also JPAC documents and news clips.

Optional Contemporary/Lateral: (Park Action Committee and political actions)

articles to come. . .

Optional General:

Hirsch, Arnold R. "The second ghetto and the dynamics of neighborhood change" in *Making the Second Ghetto: Race and Housing in Chicago 1940-1960*. University of Chicago Press, 2009. 1-39.

DRAFT RESEARCH REVIEW

Tues_12 GROUP DESK CRITS - pin-up in 2-3 groups, for 1 hr review of Jackson Park critical proposal/speculation

November 6 layout identifying disciplinary tools, temporal drivers - nested time/space - leveraged impact

URBAN ECOLOGIES - METABOLIC, NOVEL, CONSTRUCTED

Tues_13 **RECLAMATION, MATERIALS AND EXCHANGES: SOIL SYSTEMS AND GROUNDING JACKSON PARK**

November 13

Urban Externalities, Expanded Nutrient 'cycles'

alt. timing for lecture Susanne Davis

LANDSCAPE ARCHITECTURE & TIME 11

course materials available [here](#) (google drive link)

Required Readings: *pages assigned 40, optional pages ~15 max*

Marald, Erland. "Everything Circulates: Agricultural Chemistry and Recycling Theories in the Second Half of the Nineteenth Century." *Environment and History* 8, no. 1 (2002): 65-84.

Cronon, William. "Storing the Winter" to "Unremembered Deaths" in *Nature's Metropolis*. New York : W. W. Norton, 1991. (15pg)

Olmsted Archives (on Flickr). Review water levels, planting, and soil sections/plans for "Job #1902, Jackson Park". https://www.flickr.com/photos/olmsted_archives/sets/72157646822927260 (specific image links to be distributed in class).

Optional Contemporary/Lateral: (brownfields and biosolids)

Brose, Dominic A., et. al. "Greening a Steel Mill Slag Brownfield with Biosolids and Sediments: A Case Study." *Journal of Environmental Quality* 45, no. 1 (02/01 2016): 53-61.

Optional Reading:

Hutton, Jane. "Reciprocal Landscapes: Material Portraits in New York City and Elsewhere." *Journal of Landscape Architecture* 8, no. 1 (May 1, 2013): 40-47.

Tues_14 **RESTORATION, AGENTS AND EXPERIEMENTS: NOVEL ECOSYSTEMS, ASYMMETRIES IN JACKSON PARK**

November 20

Novel Ecologies, Expanded Agencies, Futures

Lecturer Susanne Davis on USACE/120 novel ecologies/conservation - readings to be adjusted

Required Readings: *pages assigned 65, optional pages ~25 max*

Lister, Nina-Marie. "Sustainable Large Parks: Ecological Design or Designer Ecology?" in *Large Parks*. New York: Princeton Architectural Press, 2007. 35-59.

Duppleman, Sonja. " "Tree Doctor" vs. "Tree Butcher": Material Practices and Politics of Arboriculture in Chicago" in *Material Culture: Assembling and Disassembling Landscapes*. (20pg)

USACE. "Jackson Park Section 506 Great Lakes Fishery & Ecosystem Restoration Study." Chicago District USACE, Chicago Park District, April 2014. 33-56. (skim earlier assessment)

Optional Contemporary/Lateral: (intensities, ecologies, and aesthetic encounters)

Morton, Timothy. "A Quake in Being (intro)", "Phasing" in *Hyperobjects: Philosophy and Ecology after the End of the World*. Minneapolis: University of Minnesota Press, 2013.

Optional General:

Hobbs, R. J., Eric Higgs, and Carol M. Hall, eds. select chapters from *Novel Ecosystems: Intervening in the New Ecological World Order*. Chichester, West Sussex ; Hoboken, NJ: John Wiley & Sons, 2013.

FINAL REVIEW

Tues_15 **CULTURAL DYNAMICS, COUNTER PROPOSALS: PROCESSES, PROGRAMS, PUBLICS FOR JACKSON PARK**

November 27

Assignment Details and Posting Instructions to be distributed during term

GRADING BREAKDOWN

GRADING FOR THE CLASS WILL BE DETERMINED ACCORDING TO THE FOLLOWING CRITERIA:

Discussion Leadership (varies)	15% total
Midterm Dynamics Boards, with Site Experience (draft week 6, due week 9 for pin-up)	30% total
Final Proposition Boards: Experience-Dynamics-Design Prop. (draft week 12, due week 15)	35% total
Visting Lecture Q.s (varies)	7% total
General Participation, Attendance	13% total

DOCUMENTATION IS EXPECTED THROUGHOUT.

LANDSCAPE ARCHITECTURE & TIME 12

course materials available [here](#) (google drive link)

Students will be expected to email draft discussion questions to professor by the Saturday in advance of class;

For midterm and final projects, students will submit 1 paragraph proposals due, respectively on week 4 and week 10. This should pace research work and allow for evolving feedback.

For each of the 4 visiting lectures, students should prepare three questions minimum and submit in advance of class; it is the student's choice which lecture to write on for their position paper.

Late assignments will be docked 8% each week they are overdue. Failure to lead discussion will forfeit entire grade unless medical excuse is provided. Students will be docked 5% off attendance for each absense. More than 3 absense will result in an automatic C.

At the end of term, final docs/links for each assignment plus their working drafts should be packaged on google drive; this will be due by the 9th and failure to submit working links and file packages will effect entire grade.

GRADING CRITERIA: WORK WILL BE GRADED BASED ON THE FOLLOWING:

Completeness: Instructions carried out in detail

Technical Skills and Attention to Detail: Assignments executed with the appropriate method and knowledge of technique? Student shows proficiency in the various media skills?

Accuracy and Presentation: Assignments completed with precision and presented professionally?

Effort and Concept: Student iterates through multiple drafts and shows evidence of experimentation and improvement during the assignments? Concepts are clearly articulated and well developed. On a broader scale, student shows consistent effort and improvement over the course of the semester.

Incompletes: There will be no Incomplete given for a course except for a documented medical excuse at the discretion of the instructor. You are required to attend all classes and be present in the classroom during the allocated times. Absence need to be notified as mentioned in the paragraph above in schedule.

Attendance and timely submission of assignments: More than two unexcused absences in a course will result in a failing grade (two absences is equal to over 13% of total class time). Each student must turn in what is completed or receive a failing grade for the particular assignment. Names of individuals should be clearly indicated on all assignments.

!!! Plagiarism will not be tolerated !!!

Copying of other's work, outside of formal quotations and citations, will not be tolerated. Please see the Honor Code for rules and repercussions: <http://web.iit.edu/student-affairs/handbook>

!!! WE START ON TIME, PLEASE BE IN CLASS AND READY TO DISCUSS AT 10am !!!

Students who are not in class and ready to participate at 10:05 will be marked late. Three lates will equal an unexcused absence.

ACCOMMODATIONS: ADA POLICY STATEMENT

Students with disabilities requiring academic accommodations should: (1) register with and provide documentation to the Center for Disability Resources; (2) request the Center for Disability Resources to provide or bring an accommodation letter to the instructor indicating the need for accommodations and what type. This should be done during the first week of class or as soon as possible.

LANDSCAPE ARCHITECTURE & TIME 13

course materials available [here](#) (google drive link)

For more information about services available to Illinois students with disabilities, contact the Illinois Tech Center for Disability Resources at disabilities@iit.edu or 312.567.5744.

ADDITIONAL INFORMATION:

Code of Academic Honesty: http://www.iit.edu/student_affairs/handbook/information_and_regulations/code_of_academic_honesty.shtml Appendix K

Patent and Copyright Policy: https://www.iit.edu/general_counsel/policies/faculty_handbook/pdfs/appendix_k.pdf

Studio Culture: <http://www.arch.iit.edu/about/studio-culture>

GRADING STANDARDS FROM THE IIT OFFICIAL GRADE LEGEND

Grade	Explanation (refers to class performance)	Quality Points
A	Excellent	4.00
B	Above Average	3.00
C	Average	2.00
D	Below Average	1.00
F	Course failure	0.00

USEFUL REFERENCES

ARCHIVAL/INSTITUTIONAL LIST

The following sites should be useful for finding period resources and original images:

The Art Institute archival collections

<http://www.artic.edu/research/archival-collections>

Chicago History Museum, Prints and Photographs Collection

<http://digitalcollection.chicagohistory.org/cdm/landingpage/collection/p16029coll5>

Chicago Park History Overview

<http://www.chicagoparkdistrict.com/history/city-in-a-garden/progressive-era/>

Chicago Public Library: Park District Records & Digital Photos from Park District(s)

<http://digital.chipublib.org/cdm/search>

<https://www.chipublib.org/fa-chicago-park-district-records/>

Chicago GIS resources - shapefiles, plat/80 acre maps, etc.

<https://data.cityofchicago.org/browse?tags=gis>

<https://gisapps.cityofchicago.org/KioskMap/>

Flickr - Olmsted Foundation/NPS - project documents: scans and digitized photos

https://www.flickr.com/people/olmsted_archives/

Newberry Library, Digital Collections - Chicago and the Midwest, Neighborhood Guide (search other collections also)

http://collections.carli.illinois.edu/cdm/landingpage/collection/nby_chicago

<https://www.newberry.org/chicago-neighborhood-guide>

University of Chicago, Digital Map Collections

<https://www.lib.uchicago.edu/e/collections/maps/>

LANDSCAPE ARCHITECTURE & TIME 14

course materials available [here](#) (google drive link)

University of Illinois - Chicago, Aggregated Digital Collections (great for photos!)
<http://explore.chicagocollections.org/>

South Park Commission Records (from Hathi Trust)
to be posted on drive

MORE TO COME... UPDATED LIST AND LINKS WILL BE PLACED ON GOOGLE DRIVE