Class Reading

Week 1: ADT & THEORY/PRACTICE

Tues. Jan. 8. Class 1
Some thoughts about design theory. What is a good theory? What do theories explain?
Class intro, format, schedule and assignments
Joining the theory conversation
Reading (Please read before the first class): (* = Available on the WEB )
1. “e-Correspondence about theory from the Design Research Society’s” Chris Jones, Ken Friedman.
   Terrance Love, Wolfgang Jonas...
2. “A Box of Tools,”* Russell Ferguson in /Discourses (sp. ref. unavailable)
3. “Editorial Commentary: Some Thoughts on Scholarship and Publication,”* Robert Reilly in Landscape
   Journal (date?)
4. “A Theoretical Letter (to Beth)”* Jerry Diethelm

Thur. Jan. 10. Class 2
How the mind selects, sifts and sorts.
Filtering an environmental field.
Hand out and discuss Class Project in 2 parts, C1 and C2.
Reading:
1. “Women, Fire, and Dangerous Things,”* George Lakoff, in Women, Fire and Dangerous Things,

Weeks 2&3: MODERNITY & MODERNISM
Definitions/descriptions of modernity, postmodernity, modernism and postmodernism
Vocabularies: Hubbard and Kimball to Garrett Eckbo
Modernism: Modern Landscape Architecture, Architecture & Planning.
Incomplete Modernity?
Reading:
Tues. Jan. 15. Class 3
1. “Modern-Postmodern Vocabulary,”* from An Introductory Guide to Poststructuralism and Postmodernism,
2. “Hints on Teaching and Learning Landscape Design,”* Henry V. Hubbard, Landscape Architecture,
   1930, pp.179-184
3. “Axioms for a Modern Landscape Architecture,” Marc Treib, 3. Modern Landscape Architecture:
   A Critical Review, pp. 36-67. (Text)
4. “Organic Form in the Humanized Landscape,” Garrett Eckbo’s Landscape For Living,” Reuben
   pp.206-219. (Text)
Reading Schedule cont.

Thur. Jan. 17. Class 4

Modernism 2
1. “Where is Modern Architecture Going?”* Christian Norberg-Schulz, GA Critic. (reader)

Tues. Jan. 22. Class 5


Jerry Diethelm
2. “Radio Days,” ibid. pp 91-95 (text)

Weeks 4&5:

POSTMODERNITY? & POSTMODERNISM’S INFLUENCE ON PLANNING & DESIGN THEORY & PRACTICE

Postmodernism: What is the postmodern condition?

Tues. Jan. 29. Class 7
4. Also see: “Modernity, An Incomplete Project,” Jorgen Habbermas, citation (reader).

Thur. Jan. 31. Class 8
3. “Cultural Maintenance and Change,”* Beverly Jones, Media Information Australia, No. 69, Aug. 1993

Tues. Feb. 5. Class 9
3. “Knowing That We Know,” ibid. pp. 286-296 (reader)
Reading Schedule cont.

Thur. Feb. 7, Class 10
Special Guest: David Hulse (JD is out of town)

Weeks 6-9:
THEORY & PROPER NAMES + “The Great Theory off”
Theories, frameworks and models by leading figures = “proper names.”

Week 6:
Tues. Feb. 12, Class 11
Carl Steinitz
1. “A Framework for Theory Applicable to the Education of Landscape Architects (and other
   188-200.
3. cf. Ian McHarg, Fritz Steiner...
Thur. Feb. 14, Class 12
“The Great Theory Off”:
...a discussion of the theoretical underpinnings of our work.
Liska Celmens; Cynthia Girling; David Hulse & TBA
(Written one page statements by each to be distributed by Feb. 12.)

Week 7:
Tues. Feb. 19, Class 13
Elizabeth Meyer
1. “The Public Park as Avante-Garde (Landscape) Architecture: A Comparative Interpretation of
   Two Parisian Parks, Paec de la Villette (1983-1990) and Parc des Buttes-Chaumont
   (1864-1867), Landscape Journal, (citation)
2. “The Expanded Field of Landscape Architecture,” in Retrospect (citation)
   eds.George Thompson and Frederick Steiner. Ney York:
Thur. Feb. 21, Class 14
Anne Spiri
2. “2 - Survival and Imagination: Reading and Telling the Meanings of Landscape,” The Language of Land
   scape.
3. Additional readings in The Language of Landscape and The Granite Garden.

Week 8:
Tues. Feb. 26, Class 15
James Corner
1. “Introduction: Recovering Landscape as a Critical Cultural Practice,” Recovering Landscape, New York:
   Princeton Architectural Press, 1999,
   1999,

**Thur. Feb. 28.** Class 16  
**Others:**
Kevin Lynch  
1. A Theory of Good City Form  
2. The Image of the City  
3. What Time is This Place?  
5. “Environmental Adaptability,” Journal of the American Institute of Planners, 1958/1  
Christian Norberg-Schulz  
1. Genius Loci  
2. The Concept of Dwelling  
3. Intentions in Architecture...  
Christopher Alexander & CES  
2. “Contrasting concepts of harmony in architecture, Debate between Christopher Alexander and Peter Eisenman,” Lotus International 40, 1983  
3. The Timeless Way of Building; A Pattern Language; The Oregon Experiment (exerpts)  
4. “The City is Not a Tree,” Christopher Alexander (reader)  
Lewis Mumford  
Lawrence Halprin  
1. The RSVP Cycles...  
Ian McHarg  
2. Design with Nature  
and...  
(your choice of other “names.”)

**Week 9:**  
**Tues. Mar. 5.** Class 17  
George Lakoff & Michael J. Reddy  
(on metaphor and meaning)  
Thurs. Mar. 7. Class 18
Jerry Diethelm
2. Class discussion of THEORY CHARTS.

Week 10: Review Week (no class: work on comparative papers and theory charts)
Week 11: Exam Week

Projects are due Mar. 20 (Spring begins) @ 1 pm. Send your project electronically as a pdf file to: diethelm@darkwing.uoregon.edu

or drop off your electronic file copy at 178 Onyx Bridge.

Grading is optional: P/NP or graded.
Grades are based on: attendance, participation and the regular handing in of notes = 50%

“90% of life is just showing up (prepared).” (Woody Allen + (JD))

Project = 50% (25% Chart + 25% paper)

Participation: Assigned leadership for class reading each period, one per listed article. Class members expected to choose and prepare for ONE reading selection each class. The theory is that a variety of readings and preparations will set the stage for a more active discussion.

Notes: 1 page (approx. is fine and/or as required by the material) of notes and or observations on the reading required for each class to prepare for discussion. Hand in after class or better, e-mail them to Jerry regularly so he can respond in class to important questions and comments and keep track of what’s going on.

Paper: Approximately 1500 words with appropriate illustrations. Turn in as pdf files so that Jerry can post the material on his web site as a class publication for all to share.
Theory Chart: One page modeled, spatial array of names/project/ideas/...

*** All people, races, sexes, genders, beliefs and theories will be treated with respect.

*** Every effort will be made to remove class barriers to challenged individuals, who should let the instructor know at the beginning of the term so that he can be consciously considerate and responsible and make necessary adjustments where possible.
The theory class project this term is designed to further the breadth and depth of your theoretical exploration.

The breadth part is the THEORY CHART.

The depth part is a 1500 word comparison (compare and contrast) of two theorists you have chosen to explore in greater depth than the daily class reading and discussions allow. The choice is personal and does not require approval. Use this opportunity to further your own theoretical interests. Comparing two people’s ideas is intended to help sharpen conceptual similarities and differences and can become a mini-model feeding into the more elaborate graphic array and model that is the CHART. If you begin the project early, you will have more to contribute to the class discussions and important reading to recommend to your friends.

The THEORY CHART is meant to be a group effort at modeling theoretical positions and people. Groups of three to five people, or about the number that can sit comfortably around a table in the Hearth, are asked to pool their ideas and graphic attempts to model and categorize environmental planning and design theory. Groups will briefly present and discuss their CHARTS in the second hour of the last class. Turn in a copy of your CHART and any accompanying commentary along with your paper on Mar. 20.