

University of Southern California, School of Architecture
ARCH 566 Cross Cultural Topics in Landscape Architecture

Authenticity and Artifice: A Study of the Invented Landscape of Southern California

Spring 2015 3 units Thursdays 9:00am-11:50am

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INTENT

Southern California has a unique place in the history of landscape design and urbanism. The effects of rapid multi-cultural development, as expressed in both the built environment and the images promulgated in Art, Film and Literature, have, at each stage of the region's short history, projected a model to the rest of the world of a landscape of seemingly limitless possibility, both hopeful and dystopian. Through an analysis of the successive stages of land planning, garden design, and plant introductions, along with a careful consideration of the diverse writings informed by the distinct landscape of the area, the course will critically assess the cultural arena from which these strong images emerge, and what role designers have played, successfully and unsuccessfully, in molding the built environment.

SCHEDULE

Week 1 Authenticity and Artifice

What is relevant about the study of Southern California as a developing landscape? How have the dynamics of cross cultural influences and aesthetics played across the rapidly transforming environment? How have the various amplifications of film, literature, music, and art reinforced and augmented the mythification of the area in the eyes of the world? How much is this place a blueprint, for better or worse, for other rapidly developing urban landscapes?

Week 2 Mediterranean Climate and the Pre-Columbian landscape.

An examination of the attributes of the physical environment, and an assessment of the unique horticultural nature of the place. What were the patterns of settlement and the methods of landscape utilization among the large pre-Columbian population? What were the effects of the first wave of invasive plants? A discussion of the Hispanic imprint on the urban and garden heritage of the area, with an emphasis on the long

cross cultural heritage of this inherited aesthetic.

Week 3 Victorian Eden to the Bungalow Culture.

A look at the imposition of the eastern American ideologies on the landscape, and at the mythification of Southern California via the Ramona story. The Arts and Crafts movement and the importance of Asian influences on the developing region. The arc of boosterism and the development of the California outdoor culture, along with the rise of water politics.

Cultural Landscape Assessment: subject selection, statement, and preliminary images due.

Week 4 The Spanish and the Italian Influence.

A discussion of the origins and expression of 'appropriate' European design languages on the developing regional style, with considerations for both the aesthetic and horticultural dimensions of the trend.

Week 5 Early Modernism and High Picturesque

An exploration of the first great synthesis of garden design in Southern California- its protagonists, its materials and what it has to tell us: also, how was this movement expressed in both high and low culture, and in the public sphere.

Week 6 GW Smith & Lockwood de Forest: The Santa Barbara Synthesis

How these two brilliant designers, along with a host of others, created the one of the great landscape cultures of the twentieth century. An in-depth look at several significant gardens to analyze the salient features of the style.

Cultural Landscape Assessment: Assignment #1: written description and images due.

Saturday Field trip

Week 7 The Image of Hollywood

How has the peculiar phenomenon of the artifice of the Hollywood screen image of the region actually created the reality of the designed landscape? Also, a detailed consideration of the career of Florence Yoch.

- Week 8 Campuses and Regional landscapes.
- Examination of the planning dynamics of Southern California, looking at the Pan Pacific Exhibition, the Olmsted plan, the Santa Barbara Rebuilding program, and the flourishing of University Campus Plans.
- Week 9 The Modern Garden, Version #1
- Frank Lloyd Wright, Lloyd Wright and the integration of architecture and landscape. Schindler, Neutra, and the invention of the modern California garden.
- Final Project: Selection of subject and preliminary outline of case study due.*
- Week 10 Sunset Magazine and Arts and Architecture Magazine
- The popularity of the modern suburban Garden can be understood through a consideration of the influence of these two popular magazines. The post-war building boom and the populist enthusiasm for outdoor living had both high and low cultural expressions.
- Week 11 Eckbo and the Rise of Corporate Landscape Architecture
- A detailed assessment of the career of this pivotal landscape architect, and a look at the origins and expansion of the Corporate Landscape Firm phenomenon.
- Week 12 FIELD TRIP: Modernism in downtown Los Angeles
- Week 13 Halprin, Noguchi, and the Public Landscape
- An exploration of the emerging designed public landscape, with a close look at the works of Halprin and Noguchi. Also, in the succeeding generation, the rise of the integrated public art programs, and the broad range of installations that resulted.
- Week 14 Artscape and Dystopia
- In the sixties and beyond, the nature of the landscape was increasingly seen as a broken dream: a dystopian world had replaced the edenic vision of an earlier generation. We will look at how an emerging generation of artists cross-fertilized with Landscape designers to create a new paradigm for Southern California.

Week 15 Southern California Landscape in the 21st Century

An assessment of some outstanding and noteworthy projects, a consideration of the current state of landscape design in Southern California, and a discussion of how the design community is addressing the challenges of the evolving and, in many cases, degraded environment.

Grading: Grading will be based on the following: Case study analysis #1: 35%, Case study analysis #2: 45%; preparation and class contributions, 10%.

Students are required to attend all classes.

Bibliography:

Banham, Reyner, The Architecture of Four Ecologies, Penguin, 1971

Dobyns, Winifred, California Gardens, Macmillan, 1931

Eckbo, Garrett, Landscape for Living, Architectural Record, 1950

French, Jere, The California Garden, Landscape Architecture Foundation, 1993

Gutierrez, Ramon and Orsi, Richard, ed., Contested Eden, University of California Press, 1998

Hise, Greg and Deverell, William, ed., Eden by Design, University of California Press, 2000

Jackson, J.B., The Necessity of Ruins, University of Massachusetts Press, 1980

Mann, Charles, 1491, New Revelations of the Americas Before Columbus, Vintage, 2006

Moore, Charles, Campbell, Regula and Becker, Peter, The City Observed- Los Angeles, Vintage, 1984

Murmann, Eugene, California Gardens, Stats, 1914

Padilla, Victoria, Southern California Gardens, University of California Press,

Starr, Kevin, California, A History, Modern Library, 2007

Streatfield, David, California Gardens, Creating a New Eden, Abbeville, 1994

Trieb, Marc, ed., Modern Landscape Architecture: A Critical Review, MIT, 1993

Yoch, James, Landscaping the American Dream, Abrams Sagapress, 1989

Brian Tichenor AIA

Principal and head of design for Tichenor and Thorp Architects for twenty-three years, Brian Tichenor has worked on a wide range of projects integrating architecture and the landscape, along with a long list of historic preservation projects. He and his partner, Raun Thorp, were named Southern California Architects of the year by the PDC in 2007, and are listed as one of the top forty architecture firms in the nation by the Robb Report. He holds a MArch from UCLA, and a BFA from UCSB. Tichenor and Thorp Architects have been featured in over one hundred magazine and newspaper articles, and in over twenty-five books. He practices in Los Angeles.

Important USC policies that shape our classroom community:

School of Architecture Attendance Policy A student may miss the equivalent of one week of class sessions (in this case, **one excused** absence is permitted) without directly affecting the student's grade and ability to complete the course. An excused absence is a confirmed personal illness, family emergency, or religious holiday. For each absence over the allowed number, your grade can be lowered by 1/3-letter grade.

If additional absences are required for a personal illness, family emergency, pre-approved academic reason/religious observance, you must discuss the situation with your faculty member immediately.

Any student not in class within the first 10 minutes is considered tardy, and any student absent (in any form including sleep, technological distraction, or by leaving mid class for a long bathroom/water break) for more than 1/3 of the class time can be considered fully absent. If arriving late, a student must be respectful of a class in session and do everything possible to minimize the disruption caused by a late arrival. It is always the student's responsibility to seek means (if possible) to make up work missed due to absences, not the instructor's, although such recourse is not always an option due to the nature of the material covered. Being absent on the day a project, reading, or exam is due will lead to an "F" for project, reading, or exam (unless the faculty concedes the reason is due to an excusable absence for personal illness/family emergency/religious observance).

Accreditation Statement

The Master of Landscape Architecture degree program includes three curricula.

Curriculum +3 for students with no prior design education, to be introduced in 2009-10, and Curriculum +2 for students admitted with advanced standing, initiated in 2008-09, have "Candidacy Status" in the process of accreditation by the Landscape Architecture Accreditation Board. Curriculum +1.5 for students with advanced placement is a post-professional study and is not subject to accreditation. Information about landscape architecture education and accreditation in the United States may be found on-line at <http://www.asla.org/Education.aspx>.

The USC School of Architecture's five-year BARCH degree and the two-year M.ARCH degree are accredited professional architectural degree programs. All students can access and review the NAAB Conditions of Accreditation (including the Student Performance Criteria) on the NAAB Website, http://www.naab.org/accreditation/2004_Conditions.aspx.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your faculty member as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Religious Holidays

The University of Southern California recognizes the diversity of our community and the potential for conflicts involving academic activities and personal religious observation. The University provides a guide to such observances for reference and suggests that any concerns about lack of attendance or inability to participate fully in the course activity be fully aired at the start of the term. As a general principle, students should be excused from class for these events if properly documented and if provisions can be made to accommodate the absence and make up the lost work. Constraints on participation that conflict with adequate participation in the course and cannot be resolved to the satisfaction of the faculty and the student need to be identified prior to the add/drop date for registration. After the add/drop date the University and the School of Architecture

shall be the sole arbiter of what constitutes appropriate attendance and participation in a given course.