



Carhenge Alliance, Nebraska



Stonehenge, Salisbury Plain, England

# **HORT/LARC/GEOG 200**

## **Landscape and Environmental Appreciation**

**Syllabus & Readings Spring 2010 Dr. Sutton**

## Table of Contents

	Page
<b>Syllabus</b>	3
<b>Discussion Study Questions</b>	14
<b>Working in Groups</b>	16
<b>Course Calendar</b>	Inside Back
Cover	
APPENDICES .....	31
<b>Readings:</b>	
D. W. Meinig "The Beholding Eye" <i>Landscape Architecture Magazine</i> January 1976 pp.. 47-54 .....	49.
Anne Zwinger <i>Drawing on Experience</i> , 1992. In <i>Finding Home</i> P. Sauer Ed. Beacon Press, Boston .....	57
Kim Sorvig , "Nature/Culture/Words/Landscapes" <i>Landscape Journal</i> , 2000 Vol 21 No 2 pp. 1-14 .....	63
Rachael Kaplan, Stephen Kaplan and Robert L. Ryan <i>With People in Mind</i> Chapter 2 pp.. 7-16 Island Press .....	77
Kevin Lynch "Image Elements" <i>The Image of the City</i> MIT Press 1977 pp. 46-49 ...	87
Jay Appleton, "Prospect and Refuge Revisited". <i>Landscape Journal</i> , 1984 Vol 3 No 2 pp. 91-103 .....	89
J. B. Jackson, "Nearer than Eden". In <i>The Necessity for Ruins</i> , 1980 UMass Press, Amherst .....	102
Richard Sutton "Relict Rural Plantings in Eastern Nebraska" <i>Landscape Journal</i> , 1985 Vol 4 N 2 pp. 106-115 .....	111
Aldo Leopold "The Land Ethic and A Conservation Esthetic" <i>A Sand County Almanac</i> Balantine 1966 pp. 237-265.....	121
Michael Pollan Chapter 10 "The Idea of a Garden" <i>Second Nature: Education of a Gardener</i> . Laurel Paperback, Dell Publishing 1992. ....	136
J. Baird Callicott "Leopold's Land Esthetic" <i>Journal of Soil and Water Conservation</i> July-August 1983 pp. 329-332 .....	152
John Lyle "Case Study IX The Simon Residence" In <i>Design For Human Ecosystems</i> Island Press 1999 .....	156
Terry Harkness "Garden from Region" In <i>The Meaning of Gardens</i> MIT Press 1990...	162
Joe Dejka, "Couples' Wild Yard Angers the Neighbors" <i>Omaha World Herald</i> September 15, 2000 p. 19 .....	171
Availble Online: <a href="http://www.sustainablesites.org/report/">http://www.sustainablesites.org/report/</a> The Sustainable Sites Initiative: Guidelines and Performance Benchmarks 2009 The Case for Sustainable Landscapes	

Dr. Richard Sutton 472-1127 or rsutton1@unl.edu 381 Plant Sciences Office Hours TH 4-5 or by appt.  
Lecture: T-TH 9:30 to 10:45 in Plant Sci 199

I. INTRODUCTION You are responsible for the procedures and information in this outline.

A. This course is a survey of topics revolving around the landscape which will:

1. Explore applications of the theory and process of design through
  - (a) aesthetic theories, the natural landscape, and
  - (b) the historical interaction between cultures and their landscape settings resulting in design forms and aesthetic characteristics.
2. Acquaint the student with
  - (a) the historical western attitudes which make us view the American landscape within a certain context,
  - (b) ways of seeing and aesthetic response to landscape
  - (c) sustainable landscapes

B. Emphasis will be on viewing, describing and discussing landscapes of differing scales, places and content. If you wish to learn how to landscape your backyard, please register for Hort 170 in Fall semester. If you are interested in historical landscape see LARC 241 to be taught Spring 2008.

C. Academic honesty: students are to do their own assignments and exams except where groups are given specific tasks. Evidence of impropriety will be brought to the student's attention and may result in expulsion from class, a failing grade, or both. Harassment of any kind will not be tolerated. Refer to the appropriate sections of Student Handbook regarding this issue.

D. Please keep up with the readings; they generally parallel the lectures but provide a wider insight into the landscape. Read the discussion questions pertaining to an article before reading it. Blackboard based quizzes will cover the readings and the readings will be discussed. An ongoing assignment outside of class will be for you to be constantly aware of and sensitive to your physical environment and your personal reactions to it. The place paper requires you to look in depth and think about a place of your choosing.

E. This course fulfills the requirements as Integrated Studies course under the General Comprehensive Education Program and thus requires student writing and speaking. It also fulfills ACE objectives 7 and 9.

II. COURSE OBJECTIVES:

Upon completing this course the student should be able to:

A. critically analyze and discuss:

- (1) attitudes used in valuing the American landscape
- (2) aesthetics and the quality of environments
- (3) the Garden as the prototypical human environment
- (4) Aldo Leopold's land ethic and land aesthetic; Michael Pollan's Garden Ethic

B. use terms, concepts and processes presented in the class to:

- (1) express his or her response to specific landscapes
- (2) analyze and respond to a specific personal or public environment

C describe applications of theory to:

- (1) our aesthetic responses to landscape
- (2) alteration and management of the landscape
- (3) interactions among cultures, technology & environment resulting in designed forms.

D describe and explain the design process in creation of sustainable landscapes

III. GRADING

4 BlackBoard Quizzes @ 5%	20 %
2 Book Reports @ 10%	20%
3 1-page (330-350 word) writing assignments @ 6%	18 %
Term paper (1300-1500 words)	20 %
Group projects/presentations (including peer review reports) 7, 15	<u>22</u> %
	100%

Extra Credit: additional book + report 3%; Other Extra Credit Opportunities (TBA) 1%

## Grading Scale

100-97 (A+) 96.9-94 (A) 93.9-90.0 (A-) 89.9-86 (B+) 85.9-82 (B) 81.9-78 (B-) 77.9-74 (C+) 73.9-70 (C) 69.9-67 (C-) 66.9-65 (D+) 64.9-61 (D) 60.9-57 (D-) Below 57 (F)

IV. BIBLIOGRAPHY

## A. Texts (2 required).

(Please bring Landscape Syllabus and Readings to each class and recitation period):

*Landscape Appreciation Syllabus and Reader* (available from UNL Bookstore)

**List A Select one**

1. *Reading the Landscape of America* Watts
2. *A Sand County Almanac*, Leopold
3. *The Language of Landscape*, Spirn (Note this book fulfills both lists)
4. *Encounters with Nature*, Paul Shepard
5. *Last Child in the Woods*, Richard Louv

**Listy B Select One**

5. *Green Nature, Human Nature*, Lewis
6. *The Nature of Design*, David Orr
7. *Second Nature*, Pollan
8. *Redesigning the American Lawn*, Bormann

## B. Other Potential Book Report Books for Extra Credit

7. *The Wooing of Earth*, Dubos
8. *The Necessity for Ruins*, Jackson
9. *On Nature*, Halpern
10. *The Ecology of Eden*, Eisenberg
11. *Landscape in Sight*, Jackson
12. *A Clearing in the Distance*, Rybcynski
13. *Living in the Landscape*, Berleant
14. *Placing Nature*, Nassauer
15. *Under the Blade*, Olson and Lyson
16. *The Interpretation of Ordinary Landscapes*, Meinig
17. *Man in the Landscape*, Shepard
18. *Space and Place*, Tuan
19. *Topophilia*, Tuan
20. *Battle for the Wilderness*, Fromm
21. *Placeways*, Walter
22. *Granite Garden*, Spirn
23. *With People in Mind*, Kaplan and Kaplan
24. *People in a Landscape*, Eckbo et al.
25. *Biophilia*, Kellert and Wilson
26. *The Meaning of Gardens* edited by Mark Francis and Randy Hester
27. *Economics Ecology and the Roots of Western Faith*; Gottfried
28. *Changing Rural Landscapes*, Zube

## C. Periodicals of Interest:

- |                                  |                             |
|----------------------------------|-----------------------------|
| 1. <i>Landscape Architecture</i> | 3. <i>Landscape Journal</i> |
| 2. <i>Landscape</i>              | 4. <i>Places</i>            |

V. SHORT WRITING ASSIGNMENTS (in 300-350 words each, one page maximum)

## #1: Environmental Biography

Think back over your life and upbringing especially the outdoor places that stick in your mind. Describe them as you remember them. Would you describe them as beautiful? Interpret that place's impacts on you. Evaluate what it means to you now.

## #2: Relationship with Nature

Define nature in your own words and describe your relationship to it. What is humankind's place in the natural world? What changes do you think we make or have made to our world that are inappropriate? Which ones that are appropriate? Evaluate how we are to survive, grow and prosper in a limited and limiting physical environment?

## #3: Wilderness Park Field Trip

Based on the field trip to Wilderness Park and the criteria listed in the handout sheet, describe your experience and the physical and natural features that impacted it. How did the background reading on the history, design, and use of the park reveal and affect your experience of the park? How did you use or evaluate Dr. Sutton's interpretations of various park venues? Speculate on the future of Wilderness Park 50 years into the future.

VI. TERM PAPER CRITERIA

A. Minimum 1300 words-word-processed. (Note: Rough drafts are to be also word-processed or they will not be accepted. Assignments handed in late may be reduced in grade.)

B. The most successful student papers have always been strongly rooted in a specific landscape. The papers describe, interpret, and evaluate a landscape which may either be familiar or new to you. In your description, interpretation and evaluation of the place use the concepts and techniques discussed in class and recitation. You must be able to visit the landscape 3-4 times during the semester. It should not be the same as used in your Environmental Biography.

C. A copy of a word-processed outline is due as noted in the course calendar. Any doubts about the place should be brought to my attention before then. (See sample outline below.)

D. Digital copies of the rough draft are due the week before Spring Break for peer review. The final paper is due at the last lecture period of the semester .

E. Correct grammar and spelling is required. This includes typographical errors that will be treated as spelling errors.

F. Use footnotes if you cite, quote or refer to published works.

G. Plagiarism will not be tolerated. Properly cite all quoted or paraphrased passages. Use a citation similar to that used on book reports.

H. Quality sketches, photos, diagrams or maps are strongly encouraged. Please scan, number and caption all figures; refer to the figure in the body of the text and place the images at appropriate places in the text. Do not place images at the end of the paper.

## I. Grading

Place/Outline	5%
Rough draft (Peer Reviewed)	5%
Peer Review	5%
Final paper (Submitted as a digital copy)	<u>5%</u>
Total	20%

J. The right is reserved to keep outstanding papers.

## K. Additional Information

Think about a place you'd like to explore. It could be a old familiar place that you haven't been to for many years or a new place that you'd like to learn more about. It should be big enough to have some variety of features and spaces, but not so big that you can only do a "once over lightly" job.

## L. Place Selection

At this point you just need to have a place that you could visit and observe 3-4 times this semester. Sorry, your vacation to Hawaii at winter break and the secluded beach you found won't work!! We will be covering some "tools" for reading the landscape in lecture. These make useful approaches to examining and thinking about a landscape place but they are not the only approach. The idea is to communicate to the reader (not necessarily someone who has taken Landscape and Environmental Appreciation) what this landscape is like and what it might mean to you or he or she if they visited it.

## M. Potential Bare Bones Outline:

The outline below gets the place you chose bracketed by description, interpretation and evaluation. You will obviously need to add a lot more detail to the outline you turn in.

I. Self reflection: Why did you choose this place?

II. Description what can you tell the reader about the place, its history, structure, context and features that define it. What makes it stand out? Why should the reader care?

III. What type of meaning would you or others derive from visiting this place.

IV. What is your opinion of the place? Why do you feel this way? Would expect others to share your opinion? Why or why not?

V. Summary/Self- Reflection Summarize the main features of the place and what you learned about it and yourself from doing this paper.

## N. Rough Draft:

I expect these will be rough and that you will probably visit your place at least once more before completing the final paper. I also encourage a couple of photos with descriptive captions worked into the body of the text and referred to by figure number. Maps or diagrams are good too if they help synthesize the place. You will get 5% credit for the thoughtful and careful review of a group mate's rough draft.

Final Papers revised from the rough draft are due as noted on the calendar Do not put the revisions of the rough draft off because you will be busy working on your group project and presentation late in the semester.

## O. Quality Standard for Place Papers (submitted on time).

	<u>Lower Quality</u>	<u>Higher Quality</u>
1. <b>Topic</b>	A design project No explanation of topics relation to student's own interests. Topic involves only description without discussion, interpretation, or evaluation.	Topic clearly related to student's interests and background. Topic involves active viewing understanding and evaluation of a landscape using course concepts.

2. **Mechanics.** (SEE THE QUALITY STANDARDS LISTED FOR BOOK REPORT)

3. **Rough Draft**

Inadequate research or investigation into site.  
Not Peer Reviewed

Wide variety of ideas and insights  
Peer Reviewed

4. **Final Draft**

Fails to heed notes and comments  
on rough draft. Bibliography or quotations  
incomplete or inadequate. (see citations above)  
Course content not apparent

Has made appropriate changes in  
response to rough draft comments  
Complete bibliography properly cited  
Use of ideas and insights from the course or  
readings

VII.. BOOK REPORT CRITERIA

You are to read one book from List A and one book from List B and submit a book report. (Note you'll still need to read "Land Ethic" by Leopold, and Chapter 10 by Pollan even if you choose not to do an extra-credit book report.) (Spirn's book is long and hard to read so it counts for both an A and B book. It is especially recommended for landscape architecture students.)

The format should be fitted into 1 page (without title sheet) and as follows:

- A. Your name, date, Citation: Author or Editor (last name, first name), Date Published, Title, Publisher, and Number of Pages.
- B. As a general introduction, would you recommend this book to another person? Why or why not? Make any general comments on the writing or organization of the book.
- C. Major focus & course objective. Describe in a couple paragraphs the major focus of the book. State and underline one course objective you think this book addresses. Relate the book to the course objectives for Landscape Appreciation.
- D. Personal effect. Describe one idea or topic covered in the book and relate how it affects or relates to your daily life. If none effect you, then explain why.
- E. Mechanics, clarity and brevity of writing, and ability to note major ideas. If the paper exceeds 2 pages or is less than 1 page it will be reduced in grade.
- F. Use .5 inch margins all around
- G. Quality Standard for Book Reports

Lower Quality

Higher Quality

1. **Mechanics**

More than 2 punctuation errors.  
More than 2 spelling errors.  
Incomplete sentences.  
More than 4 typographical errors.

No punctuation errors.  
No spelling errors.  
No incomplete sentences.  
Less than 2 typo's.

2. **Clarity**

More than one idea or thought per sentence.  
Many paragraphs without topic sentence.  
Major idea not stated.

One idea per sentence  
Ideas follow each other to logical conclusion.  
Paragraphs have topic sentence.  
Major idea(s) clearly stated

3. **Brevity.**

Sentences often strung together with conjunctions.  
Use of two or three words where one would suffice.  
Over 2 pages in length or less than 1 page

Most sentences stand alone.  
Appropriate word choice.  
1-2 pages  
Uses active verb and few, "is, was, be were, are etc.

4. **Citation** (see VII A above),

Citation deviates from the format .

Citation follows format shown.

5. **Major focus**

Student fails to note major focus & course objective.  
No relationship is described to a course objective.

Major focus clearly related to course objective.  
Course objective is clearly stated

6. **Personal Effect**

None or only brief mention of effect  
No or scant explanation of why there has been no personal effect.

Examples relating the personal effect.

7. **Introduction**

No introduction.  
No introduction to the concepts used.

Discussion of why chosen



## XI GROUP WORK AND INTERACTION

The myth of the rugged individual struggling to accomplish something alone is mostly just that....a myth. While we are all individuals, in the past and more and more in the future people have and will work together in groups. Sometimes these will only be for short special projects (like this semester's group projects) while other groups from families to corporations stay together longer. Learning is a social activity.

Effective group functioning depends on the attitudes, disposition and good will of its members. The larger the group the more difficult it is to reach decisions. As the number of members in a group increases so will number of inter-relationships and so can the number of conflicts. For example, a group with 3 people has nested within it three 1 to 1 relationships but a group of 4 has 6 and a group of only 5 has 10!

Psychologically, individuals have differing needs. Two broad categories are those who are socially-oriented. They like people and don't need a reason to get together and chat. Simply meeting someone fulfills their need for social interaction. Others may be strongly goal-oriented. They meet to accomplish a specific task or job. They will often be bored-stiff or feel the group's time is wasted by just socializing! On the other hand, socially oriented people tend not to enjoy business only work sessions.

Anytime a group meets there is a potential danger that it may swing off course into just socializing or become too heavy-handed. So guard against these by 1) keep socializing at beginning and end of meeting or at least non-disruptive. 2) always have a clear task or agenda assigned before hand.

Leadership is important especially to keep the group on track and everyone aware of what is (or is not) happening. Leadership involves communication. Sometimes leaders are thrust into authoritarian roles dispensing tasks and settling disputes. It is always more effective if the group as a whole can do such things and better yet if each individual always keeps him or herself in line. If severe conflicts (personality or otherwise) arise and the group or individuals do not feel that they have been treated fairly then see your instructor.

This semester in Landscape Appreciation you will be working in groups on two major group projects, discussing questions and videos and completing peer reviews. Someone in your group will be reading and commenting on your term paper and image paper. Take your tasks seriously.

Groups should all compare and share phone numbers, e-mail addresses, and class schedules. If you drop the class or can't make a group meeting, be courteous enough to let your group members know. The group projects will have a rating of the other group members performance factored into the grade. You will have an opportunity to work on group interaction skills during recitation and several group activities and projects.

## XII CONTRACT

Due January 21 at the end of class

I, \_\_\_\_\_ have read the foregoing sections I-XII  
(print your name)

and the course calendar for Landscape Appreciation. I know, understand, and accept the objectives, requirements, due dates and procedures for this course.

I promise to:

1. ask questions when something is not understood or clearly explained
2. attend each lecture and recitation on time and be prepared for the day's topic or activity
3. read the required material as needed to be prepared for class
4. practice academic honesty
5. work faithfully with my assigned recitation group
6. submit my assignments on time in the required format and following specifications.
7. check Blackboard frequently for announcements, discussion, quizzes and grades for this class
8. provide formal and informal feedback to the Professor Sutton concerning the conduct of this class including the concluding course evaluation

Signed \_\_\_\_\_ Date \_\_\_\_\_  
( your name)

I, Richard Sutton have carefully prepared the following course and syllabus to help students achieve the course objectives and learn about the subject matter.

I promise to:

1. begin and end class on time
2. notify all students via in-class and Blackboard announcements about changes in content, scheduling and policy for this class.
3. respond to class feedback and concerns
4. administer, grade and return exams, papers and assignments fairly and quickly
5. make myself available outside of class to answer questions
6. encourage and help each student achieve his or her highest potential to understand the landscape
7. expand your view of the landscape and the world.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
( Instructor's name)



### XIII. GROUP PROJECT 1

Landscape and Environmental Appreciation

Lynch's Landscape Elements

Your group will be assigned a public landscape to visit, analyze for Lynch's elements (Path, Edge, Node, Landmark and District), diagram their location and report back to the entire class. Your group will also be required to submit a word-processed report no longer than one-page single space plus a site diagram and one photo. The report should succinctly cover:

Group Participants	Name of Landscape Visited (i.e. its location)
Date and Time of Day	
Briefly describe the landscape, its uses and materials that make it up.	
What were the major visible boundaries to the landscape? How well did they enclose and define it? Could the group easily decide on these? Why or Why not?	
Which of Lynch's landscape elements was your group able to discern? Briefly describe the makeup of each element. (Show their locations on the plan.)	
How did these elements help (or hinder) your group's overall understanding of the space's structure and layout?	
How did the space make you feel?	
Did you see any of the criteria that William Whyte's video discussed? If so how did they affect the users?	

(Note because several groups are large it may impossible for the entire group to visit the site together. If that is the case break into 2 smaller sub-groups and divide the assignment's field work. You will have a brief amount of time during a class for the groups to meet and begin to integrate their findings.)

Everyone in the group will receive the same grade. This project will be presented in situ during the City Campus Field Trip

Point value 7%; 3% based on completeness and analysis and 2% for presentation, 2% peer assessment. The final written report, plan and photo are due the Thursday following the site presentations. You must also fill out an anonymous rating for your group mates' contribution to the project that is found in the appendix.

#### XIV. GROUP PROJECT 2 SUSTAINABLE SITES, LANDSCAPES AND ENVIRONMENTS

##### Introduction

The last segment of this course deals with an important way of viewing landscape that was not covered under Meinig's "Ten Versions of the Same Scene", namely sustainable landscapes. Recently three groups, The American Society of Landscape Architects, the US Botanic Garden, and the Lady Bird Johnson Wildflower Center have come together to propose standards for development of landscape sites that have been ignored or poorly addressed in the LEED criteria mainly because LEED deals mostly with buildings. We have covered LEED Criteria in lecture, but also review their website at [www.usgbc.org](http://www.usgbc.org) , homes

<http://www.usgbc.org/DisplayPage.aspx?CMSPageID=147> ,

or neighborhoods

<http://www.usgbc.org/DisplayPage.aspx?CMSPageID=148> .

A .pdf versions of the report and case studies can be found at: [www.SustainableSites.org](http://www.SustainableSites.org) is on the course BlackBoard website for you and your group's review. It covers these broad but key landscape areas: 1) Hydrology 2) Soils 3) Vegetation 4) Materials, and 5) Human Needs.

##### The Problem

Your group will assigned one of the Sustainable Sites case studies. After reviewing the Sustainable Sites Initiative report and criteria you are to review the case study, and how the five key areas above are present. Prepare a PowerPoint presentation as specified below and present it to the entire class. At least one class period will be open for your groups to meet and/or ask questions of Dr. Sutton.

See the following website for improving your power point presentation:

<http://cit.information.unl.edu/info0806.htm>

##### Requirements:

A PowerPoint presentation limited to 12 minutes and 20 images maximum. + 5 minutes for discussion

It must cover:

- 1) an overview of the case study
- 2) an analysis, discussion and rating of how the five areas highlighted in the Sustainable Sites report were addressed in the case study
- 3) A comparison of how LEED might approach rating the same project.
- 4) To expand the sustainable landscape concept explain: How might the reviewed project or its evaluation change if it were to be carried out in a non-western, third world country? In other words, is the idea of sustainable landscapes transferable from the West to other cultures and places?
- 5) A written 1-page report reviewing summarizing the main points of your group's PowerPoint.

##### Due

Power Point Presentation (April 20, 22 and 27) Turn CD in after presentation.

The 1 page report is due by 5:00 PM the last class day of the semester (Friday May 30). Peer evaluation/contribution sheet due after your group's presentation. Have it filled out ready to turn in. Late or incomplete evaluations will result in you losing of all 4 points for peer evaluation

##### Grading

4 pts from peer assessment (Copy and fill out assessment in syllabus appendix)

8 pts from PowerPoint. (Were above requirements met? Did everyone participate in the presentation? Did it stay on time? Responses to questions. Was there adequate discussion?)

3 pts from the summary report ( Mechanics, conciseness, completeness, due on or by deadline)

Attendance will be taken for the presentations. If you are not present at all of them, your grade for the project will be lowered substantially.

#### XV. Assignment Submittals/ Due Dates

Please submit all your individual and group written assignments as electronic files. They should be in a rich text or MS word format. Label the file as follows: surname.assignabbrev.rtf (e.g., If I was submitting the first book report I might use: sutton.book1.rtf or sutton.book1.docx In the top right-hand corner on the first two lines list: your name, abbreviated assignment name on the next line immediately under it list your group number and the date. Follow any format requirement listed for the assignment. Be sure a one-page submittal does not spill over onto a second page before you send it.

Assignments are listed on the course sheet inside the front cover of your syllabus. They are due by 5:00 PM Friday of the week on which they are listed. Late assignments may be reduced in grade. Send the assignments as an email attachment.

Quizzes will be available from the date listed on the course sheet until midnight on the next Friday. For example BB Quiz #1 will be available from January 29 to midnite Friday, February 5. Put these dates on your calendar so you don't miss them.

Discussion and Thought Questions. Questions quite similar to these will appear on BlackBoard quizzes and course exams as multiple choice format.

1. Meinig lists ten ways that a landscape might be described and interpreted. What are they. Does one's world view affect which version of a scene someone might choose to see? Give an example.
2. How does Ann Zwinger use drawing to examine the natural world? Could it be used to examine the nexus between nature and culture?
3. What do you think can be drawn of a landscape that can not be easily verbalized?
4. What is meant by the term "nature"? Are human beings "natural"? Explain why or why not.
5. Sorvig uses Barry Lopez's quote about a river and its bed to make a point about "neither-nor". How is it applied to nature and culture?
6. Choose from Sorvig's Table 1 the definition you like best (i.e., it fits your definition) and defend it.
7. According to Kaplan, Kaplan and Ryan, why is information about our environment important to us?
8. What two types of information noted by Kaplan, Kaplan and Ryan do we seek in using our environment?
9. How do humans infer 3-dimensions from a 2-dimensional photos Kaplan, Kaplan and Ryan used for their landscape scene preference studies?
10. How might the terms, mystery and legibility, fit our reading of the landscape?.
11. Kaplan, Kaplan & Ryan propose that our potential to explore a landscape is an important trait. How so?
12. What are Lynch's elements of a city and do they translate onto a garden?
13. Select two of Lynch's image elements and give an example of each found on East Campus.
14. Are the urban spaces shown in the video, "The Social Life of Small Urban Spaces", considered as landscapes? Why or why not?
15. Where is the most important part of the plaza according to Whyte?
16. What are the categories used by Whyte to define plazas? Compare those with Meinig's Ten Versions.
17. What is the biological basis for Appleton's ideas of propect and refuge?
18. What is the importance of enclosure to a garden according to Jackson? Recount examples given by Jackson and add more of your own.
19. Compare Jackson's idea of the field and the garden. List his criteria to distinguish the two?
20. What four types of pioneer tree plantations did Sutton describe? How do they affect the visual and ecological character of the Nebraska landscape?
21. Compare the background of Muir and Pinchot. How do you think those affected their world views?
22. What is Hetch-Hetchy? Why was it such a notable controversy?

23. "A thing is right when it tends to protect the stability, integrity and beauty of the biotic community. It is wrong when it tends otherwise" Rewrite Leopold's statement in your own words.
24. What is the "Land Ethic"? List ways it compares to and contrasts with the "Land Aesthetic". Can you describe 2 examples where a land ethic exists and describe 2 examples where you think it may not?
25. What is the land pyramid? Does Leopold include us humans in it? What is his rationale?
26. Explain two of ten concepts in Pollan's (Chapter 10) "Garden Ethic" that intrigue you most.
27. What was the mess at Cathedral Pines and what world views did it expose?
28. Why is the key role humans play in Pollan's "Garden Ethic"?
29. According to Callicott, what is the "land aesthetic"?
30. How was a site analysis useful in Lyle's design of the Simon Garden?
31. From what you can see and read of the Simon Residence and Garden, does it have a design style?
32. Did Harkness draw his inspiration for the Illinois garden from humans or nature?
33. Is the Sabin's landscape described in the World Herald article sustainable? List features or parameters to support your answer.
34. How might one's world view affect how we deal with creating (or ignoring) the need for sustainable landscapes?
35. Do or should sustainable landscapes have a "style"?
36. Could any or all of Harkness' three types of garden possess elements of sustainability as described in the video, "Sustainable Landscapes"?
37. How has Lyle's design for the Simon Garden followed sustainable design principles covered in the video, "Sustainable Landscapes"?
38. What were the three scales of design for creating a more sustainable landscape? What scale most closely fits the home garden?, The UNL campus?
39. Compare and contrast Leopold's "Land Ethic" with the concept of sustainable landscapes.

<b>HORT/ LARC/ Week of</b>	<b>/GEOG 200</b>	<b>Dr. Richard Sutton</b>	<b>472-1127</b>	<b>rsutton1@unl.edu</b>	<b>Office Hours 9-10 Wed</b>	<b>381 PI Sci EC Assign. Due Friday 5 PM</b>	<b>Spring 2010 Activity Outside Class</b>	<b>Readings</b>
Jan11 1	<b>Intro</b>	Introduction/Course Structure & Procedures		Slide Resp./ Nature Survey	Class Activ.	Environ. Biog.		Meinig, Zwinger
Jan18 2		Image Asses./ Assign Groups/ Group Work	Team-Building Task	Facts/Values/ Opinions /Definit.	Image Descriptions Object	Nature Paper BlackBoard	Share & Discuss Env.Bio-Online	Sorvig Kaplan, Lynch
Jan25 3	<b>Describe</b>	Meinig/Powers of Observ./World Views	Team Task	Systematic Nature	Classif. Discuss	Quiz #1	Discuss Zwinger	
Feb1 4		Environmental Wayfinding & Mental Constructs	Team Task- Values	William Whyte Video	Kaplan/Lynch /Whyte	Place/Outline Due	Wilderness Pk Field Trip Sat or Sun Feb 6 or 7	Appleton
Feb8 5		Design Elements	Team Task- Design Elements	Design Elements Cont'd	Project #1 Work Session	Wilderness Park		Jackson, Sutton
Feb15 6	<b>Interpret</b>	VRM/ Image Asses./Interpretation		History/Culture	Dissect a Garden	BlackBoard Quiz #2		Leopold
Feb22 7		History/Culture		Wilderness Idea Video	Project #1 Work Session	Book Report Due1		Pollan, Callicot
Mar1 8		National Forest DVD		Design Process/ Home Landscape	Project #1 Work Session	RD Place Paper	City Campus Field Trip Sat. Mar. 6 9:30-11	Lyle, Harkness
Mar8 9		Land Ethics		Garden Ethic	Team Task- Dejka	Group Project #1 Due	Share & Discuss Book Reports	Dejka
<b>15-Mar</b>		<b>Spring</b>		<b>Break</b>	<b>Vacation</b>			
Mar22 10		Landscape Aesthetics		Sustain. Defin. LID/LEED		BlackBoard Quiz #3		Case for Sustain. Sites
Mar29 11	<b>Evaluate</b>	Sustainable Sites	Assign Group Project #2	Landscape Flows		RD Peer Review Due		Sus.Site- Guidelines & Ratings
Apr5 12		Group Work Session		Group Work Session		Book Report 2 Due		
Apr12 13		Group Work Session		Group Work Session		BlackBoard Quiz #4		
Apr19 14		Groups 1-5 Present		Groups 6-10 Pres.				
Apr29 15		Groups 11-15 Present		Course Summary/ Evaluation		Place Paper Due		