ADT is offered every other year to grads and 5th year undergrads in landscape architecture. The central purpose of the class is to create a conversation center for the active discussion of environmental planning and design theory in our school. Because the instructor takes the position that landscape design theory can be understood as nested within a larger field of general design theory, ADT often also appeals to advanced students in planning and architecture, who are looking for interdisciplinary overlaps and connections, and who are welcome by permission.

This winter we'll cover the territory listed below, using Simon Swaffield's new book, *Theory in Landscape Architecture* plus other significant writings, including some local contributions to the conversation by our faculty. These additional readings will be available on CD, through the library's electronic reserve system and/or on the reserve shelf of the AAA library. The Swaffield book and Jerry's, *Designing in an Environmental Field*, are the class texts, both available at the UO Bookstore.

1. ADT'04 & theory/practice. What is design theory? A good theory?
2. Modernity, modernism and postmodernism as concepts and influences on design theory
3. Form, meaning, metaphor, style & experience in design and designing
4. Design process, models and methods
5. Society, language and representation: "the language turn," landscape narratives
6. Ecological design & sustainability & the integration of site, place and region
7. The Great "Theory Off," ver. 2 - Faculty discuss their theoretical positions

The format for the class is shared responsibility for class readings and graduate level preparation for the seminar discussions. There will be two class projects, one group and one individual, intended to broaden and deepen the ideas of the class through design and criticism. The group project is to map and illustrate the territory of theory in landscape architecture. The individual project is to compare and discuss the central ideas of two theorists of your choice, who should be located on your group's map.

Class meets on Tuesdays and Thursdays from 2:00 to 3:50 pm around the table in Room 405a La. This will be the final and summary offering of Jerry's version of this class.
**Reading Schedule**

**Week 1: ADT & THEORY/PRACTICE**


What is design theory? What is a good theory? What are their kinds and roles?

Class intro, format, schedule and assignments. Joining the theory conversation...

Reading (Please read before the first class): (* = Available on the lib-WEB)
1. “e-Correspondence about theory from the Design Research Society’s” Chris Jones, Ken Friedman. Terrance Love, Wolfgang Jonas...* (reading)
2. “A Box of Tools,”* Russell Ferguson in /Discourses (reading; sp. ref. unavailable)


PART 1. The Nature of Theory in Landscape Architecture, Simon Swaffield. pp.7-20 (text)

**Weeks 2&3: MODERNITY, MODERNISM & POSTMODERNISM**

Definitions/descriptions of modernity, postmodernity, modernism and postmodernism

Design Vocabularies: From Hubbard and Kimball to Garrett Eckbo to...

Cultural Modernism: Modern Landscape Architecture, Architecture & Planning.

**Modernism 1**


3. “Hints on Teaching and Learning Landscape Design,”* Henry V. Hubbard, Landscape Architecture, 1930, pp.179-184 (reading)
4. "Landscape for Living (1950), Garrett Eckbo, pp. 9-11 (text)

Thur. Jan. 15.

**Modernism 2**

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

   (AAA reserve)


Week 4-5: Design Concepts: Form, Meaning, Metaphor... & The Great "Theory-Off"

Tues. Jan. 27.
PART III. Form, Meaning and Experience
1. pp. 73-122 - Intro and Olin, Jellico, Fairbrother, Condon, Walker Treib, Relph, Thayer, Howett, Jacobs (text)

George Lakoff &Michael J. Reddy
(on metaphor and meaning)
3. "Liet's Poem," Jerry Diethelm, Designing in an Environmental Field, Aurora Books:
   Eugene, 1998. pp. 80-82 (text 2)

Tues. Feb.3.
Jerry Diethelm
3. "My Name is Forming out of...". Jerry Diethelm, Designing in an Environmental Field, Aurora Books:

Thur. Feb.5. Faculty Guests: Jerry out of town.
The Great "Theory-Off". Faculty are invited to present a one page overview of the theoretical underpinnings (and inspirations) of their work and their own key theoretical assertions. (Written one page statements by each volunteer participant to be distributed on Feb. 3.)
Reading Schedule - 3

Week 6: Theory and Models of Design Process
Sasaki, Lynch, McHarg, Halprin, Hester, Krog, Lassus, Steinitz, Diethelm

Tues. Feb.10.
1. PART II. Design Process pp. 33-72 - (text)

2. "Valuing Priorities in an Environmental Field," ibid, pp. 52-53. (text 2)

Week 7: Society, Language and Representation
Spirn, Corner, Hunt, Potteiger & Purinton, Cosgrove, Meyer

Tues. Feb.17.
1. PART IV. Society, Language and the Representation of Landscape pp. 123-170 - (text)

Elizabeth Meyer
   (1864-1867), Landscape Journal, (citation)
2. “The Expanded Field of Landscape Architecture,” *in Retrospect (reading)

Week 8: Ecological Design & Sustainability
McHarg, Spirn, Ruff, Lyle, Thayer, Nassauer, Hough, Woodward, Harkness, Holling

1. PART V. Ecological Design amd the Aesthetics of Sustainability. pp. 171-206 - (text)

1. PART VI. Integrating Site, Place and Region. pp. 207-226 - (text)

Week 9: Summary & Group Project Presentations
Reading Schedule & Requirements

Tues. Mar. 2.
1. "Conclusion: The Theoretical Terrain of Landscape Architecture," Simaon Swaffield
2. Our Conclusions: Class Discussions

Thur. Mar. 4.
Group Presentations: Theory Maps.

Week 10: Review Week in AAA - no class. Work on projects.

Week 11: Exam Week - Turn in projects on Wed. March 17 by 5 pm.

Class Requirements:

Projects are due Mar. 17 (St. Patrick's Day) @ 5 pm. Send your project electronically as a pdf file to: diethelm@darkwing.uoregon.edu

or drop off your projects at 178 Onyx Bridge.
An electronic submission is preferred, but not required.
Grading is optional: P/NP or graded.
Grades are based on: attendance, participation and the timely handing in of class notes. Due at the end of each class or electronically at the end of the day. = 50%

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

Projects = 50% (25% Theory Map + 25% Theory Paper)

Participation: Assigned leadership for class reading each period, a minimum of one per listed article. Class members expected to read widely and choose and prepare notes for discussion for at least ONE reading selection each class. The theory is that a variety of readings and preparations will set the stage for a shared responsibility for a wider range of material and a more active and richer class discussion.
The theory class projects this term are designed to further the breadth and depth of your theoretical exploration.

The breadth part is the THEORY MAP:
The THEORY MAP is meant to be a group effort at graphically modeling theoretical positions and people and may include: categories/names/prototypical projects/ideas/key-log quotes...

Print out the MAP as a 20"x30" poster in color for display. Hand in the mounted poster and a pdf file of the project at the end of term. 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 talents and to create a model of environmental planning and design theory and theorists. As an aid and additional insight into how the mind maps and categorizes the world, groups may want to read:


The depth part is a 1500 word THEORY PAPER (with appropriate illustrations). Compare and contrast of two theorists you have chosen to explore in greater depth than the daily class reading and discussions allow. 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 arrary and model that is the MAP. Your two theorists should appear on your group's MAP. The choice is personal and does not require approval. Use this opportunity to further your own theoretical interests. If you begin your paper early, you will have more to contribute to the class discussions and important reading to recommend to your friends.

Groups will briefly present and discuss their MAPS in our last class on March 4. I will be asking for a progress report about group progress and your preliminary ideas at mid-term in order to jump-start the theory mapping process.

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, call on people he knows have ideas to contribute and just generally keep track of what’s going on.

*** 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.
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**Class THEMES**

**Week 1**: Jan. 6
- ADT & THEORY/PRACTICE: THEORY?

**Week 2**: Jan. 13
- MODERNITY, MODERNISM & POSTMODERNISM:

**Week 3**: Jan. 20
- DESIGN CONCEPTS: FORM, MEANING, METAPHOR...

**Week 4**: Jan. 27
- THE GREAT "THEORY-OFF"

**Week 5**: Feb. 3
- DESIGN PROCESS THEORY

**Week 6**: Feb. 10
- SOCIETY, LANGUAGE & REPRESENTATION

**Week 7**: Feb. 17
- ECOLOGICAL DESIGN & SUSTAINABILITY

**Week 8**: Mar. 2
- THEORY SUMMARY & GROUP PROJECTS

**Week 9**: Mar. 9
- Review Week  
  Work on Class Projects

**Week 10**: Mar. 16
- Exam Week  
  e-Turn in Class Projects or to  
  Rm. 178 Onxy Bridge  
  Wednesday Mar. 17 by 5 pm