



## SYLLABUS

### **CULTURAL LANDSCAPE DOCUMENTATION AND ANALYSIS**

**Instructor: Robert Z Melnick + Xin Cao**

**Language of Instruction: English**

**UO Credits: 4**

**Contact Hours\*: 60**

**Total Hours of Student Engagement (THSE) in all course activities\*: 90**

**Beijing + Hangzhou + Suzhou, China**

### **COURSE DESCRIPTION**

International concern for significant cultural landscapes has expanded in recent years. This course teaches the principles, methods and tools of cultural landscape documentation and analysis, engaging a number of sites in Beijing, Hangzhou and Suzhou for the theoretical and practical application of cultural landscape principles. The focus is on the interaction of cultural and natural systems, and analyzing the manner in which human activity has shaped significant heritage landscapes. Special attention is given to the history of these landscapes, their role in contemporary China, and the pressures that they face in a growing China and evolving communities.

### **COURSE OBJECTIVES**

This course will teach the concepts and field techniques to document and analyze significant cultural landscapes. This method, originally developed by the course instructor (Melnick), is the standard tool used nationally by the US National Park Service. Students will learn how to document, analyze and evaluate significant cultural landscapes and character-defining features.

### **STUDENT OUTCOMES**

Students who successfully complete this course will:

- be able to recognize, document and analyze cultural landscapes
- have appropriate tools for cultural landscape documentation and analysis, including drawing, mapping, diagramming, writing and photography
- understand various cultural landscape characteristics and features and how they intersect
- relate physical cultural landscape features to human and natural history

## INSTRUCTIONAL METHODOLOGY

Instruction will take place in a variety of sites in Beijing, Hangzhou and Suzhou, through a series of field investigations at Chinese heritage sites (aligned with the other course on heritage conservation).

Students will learn how to:

- Identify, evaluate and describe a cultural landscape's history and significance, through diagrams, maps, photographs, and narratives.
- Identify cultural landscape characteristics and character-defining features
- Document characteristics and character-defining features through mapping, photography, drawings, diagrams, journal/sketchbook and narrative.

## METHOD OF EVALUATION (GRADING)

This course is Pass/No Pass only

- Student performance will be evaluated based upon a series of factors:
  - Engagement and involvement with each cultural landscape
  - Content engagement with the course materials and assignments
  - Graphic and written submittals
  - Timely submittal of assignments
- NOTE: Students enrolling in this course for **graduate** credit will be required to submit one of the following, after consultation with faculty: advanced analytical paper or advanced graphic analysis.

## COURSE OUTLINE

Note: This course is taught in conjunction with Heritage Conservation Planning and Design

Note: all site visits include site analysis and group discussions

### Week 1 – Introduction to heritage conservation, exploration of heritage sites and landscapes in Beijing, preliminary analysis and design

- Course instructions, logistics and discussion
- Beijing: Forbidden City
- Beijing: Summer Palace (the new and the old one)
- Beijing: Fragrant Hills Park (Jingyi Palace)
- Great Wall in the north mountain of Beijing
- Work day: site analysis (sketches, diagrams, writings) and design charrette, group discussion

### Week 2 – Continued exploration of landscape heritage, in Beijing and Hangzhou, including analysis & design

- Beijing: Temple of Heaven
- Beijing: Beihai Park
- Beijing: the Shichahai historic center
- Work day: site analysis (sketches, diagrams, writings) and design charrette, group discussion
- Hangzhou: Lingyin Temple
- Hangzhou: Village investigation

### Week 3 – Exploration of heritage landscapes in Hangzhou, preliminary planning and design proposal

- Hangzhou: Gushan, Broken Bridge, and north of West Lake
- Work day: site analysis (sketches, diagrams, writings) and design charrette, group discussion
- Presentation and mid project review
- Hangzhou: West Lake, islands
- Hangzhou: Longjin Tea fields
- Hangzhou: Hupao Park
- Work day: site analysis (sketches, diagrams, writings) and design charrette, group discussion

### Week 4 – Field trip to Suzhou, planning and design work, presentations

- Suzhou: the Humble Administrator's Garden, Lingering Garden, Net Master's Garden, the Mountain Villa with Embracing Beauty
- Suzhou: the Canglang Pavilion, the Lion Grove Garden, the Garden of Cultivation, the Couple's Garden Retreat
- Work day: analyze the value and the characteristics of gardens in Suzhou – presentations and group discussion. Select site for design development, complete preliminary site analysis
- Work day, site analysis and design (individual meetings with faculty)
- Presentation and review: presentations of concept design or concept planning projects.

Note: exact itinerary and sites subject to change

## **COURSE READINGS**

Shoard, Marion. *Why landscapes are harder to protect than buildings*. 1979

Robert R. Page, Cathy A. Gilbert, Susan A. Dolan. 1998 *A Guide To Cultural Landscape Reports: Contents, Process, and Techniques*. U.S. Department of the Interior . National Park Service

Cultural Resource Stewardship and Partnerships. *Park Historic Structures and Cultural Landscapes Program*. Washington, DC (available online)

Linda Flint McClelland, J. Timothy Keller, P. Genevieve Keller, and Robert Z. Melnick. 1990. *National Register Bulletin 30: Guidelines for Evaluating and Documenting Rural Historic Landscapes*. Washington, DC: USDI, NPS, Cultural Resources Interagency Resources Division.

*Cultural Landscapes: Planning*. US National Park Service.  
<https://www.nps.gov/subjects/culturallandscapes/planning.htm>

**Standard citation needs to include: APA**

## **Academic Misconduct**

The University Student Conduct Code (available at [conduct.uoregon.edu](https://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or

attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](https://researchguides.uoregon.edu/citing-plagiarism).

### **Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](https://respect.uoregon.edu) or [aaeo.uoregon.edu](https://aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at [titleix.uoregon.edu](https://titleix.uoregon.edu).

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

### **Students with Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-

related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).