

October 15, 2001

Proposal to the University Curriculum Committee/ Freshman Inquiry Course
UNST 161 "Power of Place"

I. Cover Sheet

Course title: **Power of Place**

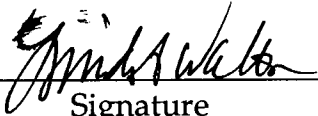
Date first offered: Fall 2001


Sections per year 3

Statement of theme: This class explores interaction between humans and the physical landscapes they inhabit, ranging from scientific understanding to changing representations of landscape in culture and society over time

Signatures of participating faculty:

Anne McClanan  22 Oct 01
Name Signature Date

Linda Walton  22 Oct 01
Name Signature Date

Georg Grathoff  22 Oct 01
Name Signature Date

Contact Faculty

Georg Grathoff GEOL 5-3391 GrathoffG@pdx.edu
Name Mail code Telephone Email

II Course Narrative

A. Statement of theme/topical area:

This class explores interaction between humans and the physical landscapes they inhabit, ranging from scientific understanding to changing representations of landscape in culture and society over time. We will examine diverse traditions and sites in the Americas, Asia, Europe, and Africa, both historical and contemporary. What can science, history, and the arts teach us about how we view the physical world around us and the role that humans have played in shaping their environment? How do we define the boundaries between

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nature and culture? These and other questions will be the foundation for this year of inquiry into our understanding of the natural and human worlds.

B. Learning Objectives:

By the end of the course, students should be able to:

- Utilize tools of formal analysis to study the visual arts
- Differentiate formal versus contextual interpretative approaches to the study of the arts
- Explain basic cultural shifts represented in Western landscape painting and architecture traditions
- Acquire skills necessary to utilize a university library (database searches, peer-reviewed journal articles)
- Present results of non-Web and Web-based research in a coherent 8-10 page research paper
- critically analyze the dynamics of the evolution of landscape around Portland.
- apply the skills they have learned to unknown landscapes and different physical processes.
- Develop a historical perspective on human experience by relating the past to the present
- Utilize the library and other resources to find information about human experience in the past
- Develop ability to evaluate different kinds of sources and to use them critically
- Relate diversity of human experience in the past to contemporary world
- Learn how to construct historical questions and answer them in written and oral communication
- Understand how the physical environment has shaped human cultures over time and the impact that humans have had in shaping the environment

C. Assessment of Student Learning:

Assessment of student learning will include assignments such as: Written assignments requiring the analysis of artworks and landscape design, landscape evolution, research paper utilizing a range of scholarly resources, essay analyzing course readings. In addition assignments that include oral presentation, webpage development, quantitative reasoning will be assessed. Specific examples of assignments will include

- essays, including a personal narrative description (write about a landscape that has had a particular meaning in your own life); synthesis of reading, visual material, and discussion (distinct characteristics of a

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Chinese garden, related to specific cultural themes covered in class); response paper based on observation and experience of fieldtrip visit to the Portland Classical Chinese garden; summary and comparison of readings on three different sacred landscapes.

- guided discussion on topics such as landscape painting and poetry, geomancy, and debate on the Three Gorges Dam project
- 2 research paper (5-6 and 10 pages) based on student-selected topic related to landscape in any part of the world, historical or contemporary and an oral presentation based on the research project.

D. Description of methods to ensure coherence of theme among faculty team members

- Because each of us will have the other classes during the year (new model), it is especially important that we coordinate what we do, therefore we meet weekly to clarify exactly what each of us does
- We made a joint presentation to all classes during the 2nd week of classes and will return for a brief discussion near the end of the term
- Each of us meets weekly with our mentors, and all mentors and faculty will meet several times during the term as a group

E. Interdisciplinarity of theme:

The "Power of Place" theme consists of one geologist (Georg Grathoff), one medieval art historian/archeologist (Anne McClanan), and Asian historian (Linda Walton). Thus the team includes not only faculty from a range of disciplines but also different chronological and cultural areas of focus.

F. Relation of course to other University Studies offerings (cohesion, ties to future learning)

This FRINQ will give students the background and ability to deepen and expand in Clusters such as: "American Studies", "Archaeology", "Asian Studies", "Environmental Sustainability", "Global Environmental Change", and "Popular Culture".

G. University Studies Goals

University Studies Goal	Representative Assignments	Assessment Plan/Type
Communication: Writing	Each term will have multiple writing assignments, including 2 research papers (5-6	- assess writing based on specific assignments as well UNST writing assessment at the end of

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	pages and 10 pages), freewrites and essays, including a personal narrative description.	the year in the portfolio
Visual Communication	Quarter with McClanan: Formal analysis of pair of artworks in the Portland Art Museum, Comparative Analysis of two important examples of Landscape Architecture, Research Paper potentially on an art historical topic	Assess visual arts in terms of cultural and formal properties
Graphics	Data evaluation and presenting them	Assess organization and clarity of data and written interpretation, including critical evaluation of graphs and data
Oral communication	oral presentations on research projects; informal guided class discussions; debates on specific topic (e.g., Three Gorges Dam); peer commentary on both content and form	
Group Process	Each quarter will have extensive group work in mentor sessions and final quarter will have group- based presentation and research project	Both the final outcome in terms of oral presentation and written project assessed by faculty, students within group assess each others contribution to various aspects of the group.
Computer literacy	The student will learn to use word-processing, graphing programs, web editors, presentation	The students will have special assignments assessing each of the new computer skills they have

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	software, internet navigation and database search engines.	learned.
Inquiry and Critical Thinking	Critical thinking skills incorporated throughout year as applied to both humanistic and scientific study of place and landscape. Specifically will address questions of assessing primary and secondary sources and open engagement of a range of viewpoints.	Assess student's ability to construct their own opinion in a reasoned and well-supported manner. Development of student skills to evaluate viewpoint and thesis of texts.
Diversity and Human Experience	strong historical component in at least two of three terms, including non-Western content; introduction of diverse religious and cultural traditions and how they have shaped the perception of and behavior toward landscape, e.g. Jerusalem as a sacred place to Judaism, Islam, and Christianity	
Ethics and Social Responsibility	Discussion of connection of historical examples to contemporary events. Comparative study of Islamic and Christian pilgrimage, for example, provides the opportunity to discuss social practices and responsibilities. Spring quarter community service will also focus attention on social responsibilities.	

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III. Course Schedule:

<p>ALMc Quarter:</p>	<p>Origins of the World: Genesis Power of Place Team Presentation Introduction to Landscape in the Arts Sacred Landscapes: Jerusalem and Christian Pilgrimage Sacred Landscapes: Mecca and Islamic Pilgrimage Nature Displayed: Concepts of Woman and Nature in Science and Art Western landscape architecture tradition, Versailles Romantic landscape painting (Friedrich, Turner) Romantic literature Japanese Landscapes American landscape painting Landscape photography Urban parks and national parks Origins of the World: Bhagvad Gita Sacred Landscapes: Hindu Pilgrimage</p>
<p>GHG quarter</p>	<p>Scientific thinking/maps Mt Hood & Fuji: TEAM Bretz the person Physical Landscapes: Concepts Portland's landscapes Physical Landscapes examples: rivers lakes, waterfalls Field trip to the Columbia River Gorge The quantification of nature Geologic History of Portland Portland Climate and Weather concepts Portland Climate and Weather data analysis Portland's Riverscape</p>
<p>LW quarter</p>	<p>Why Landscape? What Does It Mean? UNIT I: CULTURE AND LANDSCAPE Landscape in Asian Cultures Nature Poetry in China Landscape Painting in China UNIT II: GARDENS: THE CONSTRUCTION OF LANDSCAPE Chinese Gardens</p>

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	<p>Lan Su Yuan: The Classical Chinese Garden in Portland</p> <p>UNIT III: SACRED LANDSCAPE</p> <p>What is a Sacred Landscape?</p> <p>Sacred Landscapes: Examples from Africa, the Americas, Australasia</p> <p>The Buddhist Pilgrimage in Asia</p> <p>UNIT IV: MAPS AND CARTOGRAPHY</p> <p>The History of Mapmaking</p> <p>Geographic Imagination and Identity: Why Maps Matter and What They Mean</p> <p>UNIT V: LANDSCAPE AND ECOLOGICAL CHANGE IN ASIA</p> <p>Travelers' Accounts of the Yangzi River: 12th-19th Centuries</p> <p>Case Study: The Three Gorges Dam</p>

Preliminary Reading List:

Andrews, Malcom. Landscape and Western Art (New York: Oxford University Press, 1999).

Bhagavadgita. Trans. Sir Edwin Arnold.

Genesis 1-3, Bible, King James' Translation.

Gombrich, E.H., Art and Illusion (Princeton, NJ: Princeton University Press, 1969), pp. 2-30.

Spirn, Anne. "Constructing Nature: The Legacy of Frederick Law Olmsted," in Uncommon Ground: Rethinking the Human Place in Nature, ed. William Cronon (New York: Norton, 1996), pp. 91-113

John Allen & Marjorie Burns: Cataclysms on the Columbia, Timber Press, Portland 1986.

Larry W. Price: Portland's Changing Landscape, Portland 1987. (Chapters 1-3)

Selected readings from the New York Times website on current issues in politics and science.

Gaul and Hiltz, Landscapes and Communities on the Pacific Rim: Cultural Perspectives from Asia to the Pacific Northwest (at PSU Bookstore)

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David L. Carmichael, et al., *Sacred Sites, Sacred Places*, ed. (Routledge, 1994);
South China in the Twelfth Century,

Lu Yu, trans. Joan Smythe; *The Yangtze Valley and Beyond*, by Isabella Bird
(Boston: Beacon Press, 1985 [1899]).