

HENDRIX

PROPOSED COURSE ADDITION OR REVISION

Deadline for Area approval: 21 October 2011

Proposer: Joyce Hardin

Department/Program:

Check appropriate boxes:

- ☐ New permanent course
☐ Replaces existing course:
☐ Change to existing course:

Date: 12/1/11

Area:

- ☒ New temporary course
☐ Make temporary course permanent
☐ Eliminate a course

Proposal — one sentence summary:

To add LBST 3XXX English Gardens: Expressions of Art, Culture, and Economics as a temporary course to be offered in Fall 2012 for Hendrix in London program

Proposed subject code(s) (indicate both if cross-listing): LBST

Proposed course # or level:

Proposed course title: English Gardens: Expressions of Art, Culture, and Economics

Proposed course catalog copy:

This course is a historical study of the gardens in England as expressions of art, culture, and economics. Students will explore the major periods in English gardening focusing on garden design, people, economics, influential historical events, and the social and cultural significance of these gardens.

Prerequisites/co-requisites and/or recommended prior courses, as listed in catalog copy:

none

How will the proposed revision affect any catalog lists of options for majors or minors?

NA

Rationale for course within departmental and collegiate context and based on assessment results:

Proposed general education code(s) (check all that apply):

- ☐ EA ☐ HP ☐ LS ☐ NS ☐ NS-L ☐ SB ☐ VA ☐ QS ☐ W1 ☐ FL [Curriculum Committee]
☐ CW [CW Committee] ☐ W2 [Writing Across the Curriculum Committee]

Proposed Odyssey code(s) (check all that apply):

- ☐ AC ☐ GA ☐ PL ☐ SW ☐ UR ☐ SP [CEL Committee/Curriculum Committee]

For each of the checked general education or Odyssey codes, describe how the course fulfills the published criteria (see the Catalog, pages 18-23 or the Odyssey Program Guide, pages 10-16):

Justification for cross-listing:

How often will the course be offered? once

Who will teach the course? Hardin

Equipment, supply, and bibliographic requirements (items and cost): travel

Will the above items be covered by a present budget? ☒ Yes ☐ No

Approval Chain (type name and date of approval)

Department chair:

Area chair:

LBST 3XXX English Gardens: Expressions of Art, Culture, and Economics

This course is a historical study of the gardens in England as expressions of art, culture, and economics. Students will explore the major periods in English gardening focusing on garden design, people, economics, influential historical events, and the social and cultural significance of these gardens. Gardens will also be explored through literature and painting completing the triad of the “three sister arts” of gardens, painting and poetry.

The course will alternate between classroom and field trip activities. We will study the major garden styles and the important figures including a rather diverse group of individuals - from kings and the aristocracy to tradesmen and designers. The course will also address gardens as expressions of taste and socio-economic status. Classroom discussions will be followed by visiting gardens that illustrate elements of garden design for the particular design style. The landscape painting movement that parallels/was part of the landscape garden movement will be studied through visits to art museums.

The main text for the course is *The English Garden: A Social History* by Charles Quest-Ritson. His book outlines the main features of the gardens in the different time periods but emphasizes the social and cultural aspects of these gardens. There is a wealth of garden literature available to compliment the text. We will read important, short, works of literature including essays and poetry. Some works are noted below.

General Outline: (This outline is meant to be illustrative and is not a complete outline of the course.)

Unit 1 What is a Garden?

- Gardens prior to 16th century
- Land ownership and gardens

Visit Chelsea Physic Gardens as an example of pre 16th century gardens – not in design but in use of plants and the Garden Museum for a general introduction to English gardening

Unit 2 Early gardens – 1500 to 1640

- Rise of gardens for more than food or medicine – statement of money and power
- Explore most common features –such as knots and deer parks, long avenues or long lines of large trees (gardens developed in piecemeal fashion – small pieces with no grand plan)
- Read Bacon’s essay “Of Gardens”

- Visit Hampton Court for famous displays of knots and Windsor Great Park (21 miles from London) for the deer park

Unit 3 Formal Garden Movement – 1640-1730

- General features of gardens – larger, more organized and designed, subdivided into small sections with frequent use of geometric patterns (use Chatsworth as an example- drawings and descriptions available)
- Rise of influence of Italian and French gardens
- Rise of orchards and fruit growing
- Early Greenhouses/orangeries/conservatories
- Read poem by Charles Cotton on Chatsworth from “The Wonders of the Peake” (describes Chatsworth gardens and compares to wild countryside)

Visit Kensington Palace and gardens for formal gardens and have tea in the Orangery. Having tea in the Orangery will acquaint students with the social uses of the orangery.

Unit 4 Landscape Movement – 1730-1820

- General features - From huge, subdivided gardens with geometric patterns to more simple and less structured form with less rigid geometric (something that could be reduced successfully to smaller scale)
- Garden design and landscape painting are intertwined – we will explore paintings at the museums in London and gardens in exploration of the tensions/overlap between the two “arts”
- Read excerpts from Batty Langley’s book “New Principles of Gardening” and Rene Rapin’s poem “Of Gardens” (book was widely read and helped to set stage for landscape movement, Langley quotes from Rapin’s poem)

Visit Painshill Park (40 minutes from London, restored landscape style garden) and one or more museums –especially Tate Britain, and National Gallery

Unit 5 Formal Gardens – 1820-1914

- General features of gardens – return to more formal gardening with particular attention to size (big) and variety of plants (multiple styles were used during this period)
- Explosion of gardens and gardening

- Rise of English horticulture including plants (flowers, collections of plants, unusual plants), and professionals -nurserymen, horticulturists and horticultural societies
- Woman in gardening
- Technological innovations – lawn mower and better glass houses
- Arts and Crafts movement and Gertrude Jekyll
- Read selected sections from *Notes and Thoughts: Practical and Critical, of a Worker in Both* by Gertrude Jekyll

Visit Chiswick House and gardens, an important formal garden from the period

Unit 6 Modern Period 1914 – present

- Multiple styles and sizes– cottage gardens, woodland gardens and roses popular but generally world wars devastated most pocketbooks – few “grand” gardens constructed
- Rise of conservation and the National Trust

Visit Saville Garden (21 miles from London) and Sissinghurst Garden – (53 miles SE of London) both are important, famous modern gardens

Unit 7 Municipal Parks and Gardens (mid 19th century to present)

- What is the difference between a park and a garden?
- Public spaces for recreation – relaxation to theatre to sports

Visit Regents Park (first public park in London), Hyde Park, Kensington Gardens, Battersea Park, and Hampstead Heath

Unit 8 Gardens for research and natural history

Visit Kew Botanical Gardens – the premier botanical garden in the world

Unit 9 Student Presentations

Students will research a topic related to English gardens and present their work in written and verbal forms.

Comments on course:

This is not a course in botany or horticulture. Students will learn much about plants in English gardens because some are used extensively in several historical periods and help to define the English garden or a particular style of garden.

The gardens have been chosen based on close proximity to London and for their ability to represent features of style prevalent in that particular time period. Gardens evolve and change over time so there is no expectation that we will see intact, historically accurate gardens. It is my intent to use guides at the gardens and request access to historical drawings, artifacts, etc. that are available. We will take time to enjoy the gardens and the homes, if open to the public, but the visits will also be educational.

Most of the gardens are within reach of the London transit system and the others are no more than an hour by train. These visits can be accomplished easily and inexpensively. Most of the gardens charge around 10 pounds per visitor but offer group rates. I would negotiate entrance fees and book these visits in advance. The cost of these short day trips would be around \$300 per person for transportation and entrance fees.

My understanding is that there is some money available for the course but I was unable to pin anyone down on an amount. If money was available, I would plan a couple of substantial day trips farther from London, replacing a couple of the gardens listed in the course description. I would particularly like to take the students to explore Chatsworth near Bakewell in the Peak district 160 miles NW of London. It is a relatively old garden that has been changed over time but figures prominently in garden history. Stourhead is one of the most famous gardens in all of England, known as an example of the landscape movement. It is between Bath and Salisbury and difficult to get to using public transportation. I am sure that a private tour including transportation could be arranged for a long day trip or a wonderful overnight trip including Salisbury, Stonehenge, and Bath. (These trips could also be offered to the students as an optional excursion on a weekend or during a break at their own expense.)

I am fully aware that fall is not the most glorious time to see many of these gardens. I have chosen some that are particularly known for their fall "show". To some degree the design of the garden will be more noticeable with fewer flowers blooming. Some of the gardens begin to close at the end of October although many are open all year. I have taken this into consideration when choosing the sites to visit.

Landscape painting is an important movement that both reflected and shaped the landscape garden. Many of these works are displayed in homes, mansions, and palaces that we will be visiting. However, visiting the Tate Britain, National Gallery and maybe the Victoria and Albert will allow students to see how the style developed over time and insure that they will be able

to study the works of some of the more famous romantic landscape painters such as John Constable, J.M.W. Turner and Samuel Palmer.