The pre-industrial approaches to the founding, design, and development of villages, towns and cities in North America until 1830 demonstrate how various American Indian civilizations as well as diverse European cultures have each brought their perspectives to the organization of town and city living. Each culture has altered the landscape in their own unique way as they created their own built environments. American Indian case studies will include Teotihuacan and the Aztec capital, Tenochtitlan; the towns of the Pueblos and the Iroquois, and the villages of the Dakotas (Sioux). The experiences of Europeans in North America will include the Spanish, the French, the Dutch, and the English. The course will also cover the archaeology, preservation, and public interpretation of these former cities and towns.

Required Readings

Books:
- Kelso, William  
  *Archaeology at Monticello* (2002)
- Reps, John  
  *Town Planning in Frontier America* (on library reserve)
- Sabloff, Jeremy  
  *The Cities of Ancient Mexico* (1997)
- Taylor, Alan  

The books are on reserve in the Fine Arts Library and in Mann Library

Reader:
Articles will be available in a bound package in the bookstore. A table of contents for the reader is enclosed on page 5 this syllabus. The books and the reader are available at the Campus Store.

Optional Reading:
- Tuck, James and Barry Gaulton  

Cornell University Code of Academic Integrity
Each student in this class is expected to abide by the Cornell University Code of Academic Integrity. The midterm, term paper, and the take-home final exam submitted by a student in this course for academic credit must be the student’s own work.

Incompletes
Incompletes will be granted for medical and other equally unusual reasons. Typed letters of explanation requesting incompletes must be submitted prior to the last day of class. Both the student and the professor on or before the last day of class must fill out incomplete forms.
Learning Goals and Outcomes

1) Ability to describe, identify, and discuss the diverse approaches cultures have taken to create and design early North American cities and towns. The exams and term paper will be ways to measure and evaluate this knowledge.

2) Integration of Writing, Visual Representation and Speaking/Presentation Skills. The exams, term paper and class discussions will be used to measure these skills.

3) Develop Knowledge of and Ability to work with allied Disciplines. Students will read and discuss articles from archaeology, city and regional planning, and landscape architecture that focus on community design. Their term papers will require them to use material from allied disciplines to analyze aspects of town planning. Their term papers will be used to evaluate their knowledge on this topic.

4) Develop multicultural social and ethical perspectives. Students will examine, discuss, evaluate, and analyze diverse cultural approaches to town planning and community design. The term papers will measure the students’ ability to comprehend, explain, and analyze cultural differences regarding planning and design.

5) Examine urban and regional issues from a historical and global perspective. The term papers will measure the students’ ability to comprehend, explain, and analyze urban and regional issues.

6) Develop critical thinking. The final exam will measure the student’s ability to place evidence within its historical context, to evaluate, compare and contrast evidence in order to arrive at a conclusion.

Attendance: Attendance will be taken for all classes. You are allowed any five absences. If you are ill and have a doctor’s note or have a required class trip (and a note from your professor), these will be regarded as acceptable absences beyond the five allotted days. If you go beyond the allowed absences, it will negatively impact your participation/attendance grade.

Use of Laptops: Laptops can be used only for note taking for this class. If you are working on material for other classes, shopping, checking Facebook, etc. you will not be allowed to use your laptop in this class.

Questions for Class Discussions: On the day prior to a class (by 5PM on Monday and Wednesday) you will have to email the professor (and the GA) one discussion question based on the readings for the class. Readings must be completed BEFORE the class discussion. Questions will count for your participation grade, and missing questions will negatively impact your grade.
Schedule of Classes and Readings

Jan 21  Introduction to the American Cultural Landscape
        The Diversity of Town Planning in Pre-Industrial North America
        Village Design of Plains Indians

Jan 26  How Archaeologists Reconstructing the Past
        *Sabloff pp: 155-170*
        Myths about Pre-Columbian America
        *Sabloff pp: 131-152*
        Meso-America’s First Civilization - The Olmec
        Optional reading: *Sabloff pp. 25-42, 171-174*

Jan 28  Criteria for Defining a Planned City in Pre-Columbian America
        *Sabloff pp: 8-30*
        Mexico’s First Major Planned City—Teotihuacan
        *Sabloff pp. 57-72, 178-181*

Feb 2   Class Differences in Teotihuacan
        Article on Blackboard
        Influence of Teotihuacan in The City of Monte Alban and with the Toltecs
        Optional reading: *Sabloff: 43-56; 175-178 and Sabloff pp. 105-130*

Feb 4   The Aztecs and city planning
        *Sabloff pp. 191-198*
        *Reader: Aguilar-Moreno, The Aztec landscape*

Feb 10  Similarities and differences between Teotihuacan and Aztec Tenochtitlan
        Meso-American Influence in the American Southeast —The Hohokam

Feb 12  The Architecture and Town Planning of the Anasazi (American Indian Towns
        in Arizona, New Mexico, Colorado, and Utah)
        *Reader: Nabokov and Easton “The Anasazi”*

Feb 17  **No class** Cornell February break

Feb 19  Chaco Canyon and Aztec Ruins
        *Reader: Thomas “Chaco Canyon”*
        **Graduate Students Need to Hand-in Presentation Outline & Bibliography**

Feb 24  Town Planning of the Iroquois
        *Reader: Venables Gendered Landscape of the Haudensaunee*
        *Reader: Nabokov and Easton “The Iroquois”*
Feb 26  The Spanish in the Americas  
*Taylor pp: 22-34*  
Pueblos Towns after Spanish Contact  
*Reader: Nabokov and Easton “The Pueblos”*  
**Undergraduate Students Need to Hand-in Term Paper Outline**

March 3  The Architecture and Town Plan of Santa Fe, New Mexico  
*Reader: Crouch, Garr, and Mundigo “Spanish City Planning in Santa Fe”*  
**Return Term Paper Outlines**

March 5  The Planning and Design of Spanish Colonial St. Augustine, Florida  
Reps Ch. 2, pp. 291-295  
Spanish Architecture in Florida

March 10  The French in North America  
*Taylor pp: 35-50*  
French Colonial Architecture  
**Receive Questions for the First Exam**

March 12  French town planning in the Colonies--Quebec City to New Orleans  
*Reps Chapter 3*  
*Reader: Noel Hume, Louisbourg, 1713-1758.”*  
**Undergraduate Students Need to Hand-in Term Paper Topic Bibliography**

March 17  Fortified Cities: The Fortress of Louisbourg  
*Reader: Johnston, Fortress of Louisbourg*  
Competing Empires  
*Taylor pp: 108-123*  
**Return term paper bibliography**

March 19  Jamestown  
Reader: Horning “Journey to Jamestown”  
Article on Blackboard

March 24  Early European Settlements in Virginia and Maryland in the 17th Century  
*Taylor: 51-63*  
*Reps pp 73-90. And Blackboard article on St Mary’s City*  
**Hand in Take Home MIDTERM EXAM**

March 26  Vikings in Canada  
Avalon: 16th century Colonial Settlements in Newfoundland, Canada  
No attendance taken today

March 31 and April 2  **Spring Break**

April 7  Tidewater Colonies: Williamsburg and Annapolis  
*Reps Chapter 4*
Reader: Leone and Hurry “The Power of Town Planning in the Chesapeake”

MIDTERM EXAM RETURNED

April 9  Town plans in Savannah and Charleston  
Taylor pp: 77-89  
Reps Chapter 7  
Differences in British Northern and Southern Architecture

April 14  Town Planning in 17th Century New England  
Reps Chapter 5  
Taylor pp: 66-76  
The Pilgrims and 17th Century New England  
Reader: Noel Hume, Plimouth Plantation

April 16  Slavery in the Colonies  
Reader: Battle-Baptiste:Sweepin Spirits  
Archaeology at Monticello: Chapter 1 and 3 (optional, Chap. 4)

April 21  Landscape Archaeology: Gardens of the 18th Century  
Archaeology at Monticello: Chapter 2  
Reader: Baugher and DeCunzo, Garden Archaeology  
Reader: Kelso, Virginian Landscape Archaeology

TERM PAPERS DUE TODAY

April 23  The Dutch and English in New York  
Taylor pp:90-107  
Reps pp. 126-132  
Reader: Wilcoxon Dutch Houses

April 28  The English in New York  
Reps pp. 132-140  
Reader: Cantwell and Wall: “Urban Space in the Colonial City

TERM PAPERS RETURNED

April 30  Graduate Student Presentations  
Final Exam questions given out

May 5  Graduate Student Presentations  
Course Summary  
Request Forms for an Incomplete must be handed in today

Take Home Final Due on Tuesday, May 12th email by 10pm
Leave exam in the Dept. of Landscape Architecture main office before 4PM on May 12, 2015 or email me a copy by 10 PM on Tuesday May 12, 2015.  
For each day late, there will be a five-point penalty.
<table>
<thead>
<tr>
<th>GRADES- UNDERGRADUATES</th>
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<td>MIDTERM</td>
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<td>FINAL</td>
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<td>TERM PAPER</td>
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**Midterm:** This will be a take home exam. Maximum 10 pages. You will have 14-days to complete it. It can be emailed or handed-in by **11:00 AM** on **Tuesday, March 24**. For each day late, there will be a five-point penalty.

**Term papers**
Undergraduates: 10 pages text plus maps, drawings, photos, and bibliography  
Graduate Students: 20 pages text plus maps, drawings, photos, and bibliography.  
Note: maps, drawings, photos, and bibliography are in addition to the text length  
Graduate Students will also have to give 20-minute class presentations (with visuals) on their topics.  
For each day late, there will be a five-point penalty.

**Final exam:** This will be a take home exam. Maximum 10 pages. You will have 12-days to complete it. It can be emailed by **10:00 PM** on **Tuesday, May 12**.  
For each day late, there will be a five-point penalty.

**Attendance** will be taken: You can have up to four allowed absences. After the four absences it will negatively impact your attendance/participation grade.

**Reader -- Table Of Contents**
(in chronological order by date of assigned reading)

Aguilar-Moreno, Manuel  

Heyden, Doris  

Moctezuma, Eduardo Matos  
Nabokov, Peter and Robert Easton  

Thomas, David Hurst  

Crouch, Dora, Daniel Garr, and Alex Mundigo  
1982  *Spanish City Planning in North America*, pp. 69-93 and 112-115. MIT  

Nabokov, Peter and Robert Easton  

Venables, Robert W.  
2010  “The Clearning and The Woods: The Haudenosaunee (Iroquois) Landscape  
–Gendered and Balanced.”  In *Archaeology and Preservation of Gendered  

Nabokov, Peter and Robert Easton  

Johnston, A.J. B.  
1995  “From port de peche to ville fortifiee: The Evolution of Urban Louisbourg,  
1713-1758.”  In *Aspects of Louisbourg*, Eric Krause, Carol Corbin, and  
William O’Shea (eds.), pp. 3-16. The University College of Cape Breton  

Noel Hume, Ivor  
2005  *Something From the Cellar*, Louisbourg, pp: 45-51. Colonial Williamsburg  
Foundation: Williamsburg, Virginia.

Horning, Audrey  

Leone, Mark P. and Silas D. Hurry  
1998  “Seeing: The Power of Town Planning in the Chesapeake.”  *Historical  

Noel Hume, Ivor  
2005  *Something From the Cellar*, Plimouth Plantation, pp: 29-34. Colonial  
Williamsburg Foundation: Williamsburg, Virginia.
Battle-Baptiste, Whitney

Bograd, Mark and Theresa Singleton

Baugher, Sherene and Lu Ann DeCunzo

Wilcoxen, Charlotte

Cantwell, Anne-Marie and Diana diZerega Wall