

COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY/SCHOOL	School of Plant Sciences		
DEPARTMENT	Department of Crop Science		
LEVEL OF STUDY	Postgraduate		
COURSE UNIT CODE	120103	Semester:	W-1
COURSE TITLE	History and Theory of Landscape Architecture		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	ECTS	
Lectures	3	3	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
COURSE TYPE <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	Scientific expertise		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

APPENDIX A

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

APPENDIX B

- Guidelines for writing Learning Outcomes

The course will immerse students in specialized concepts of Garden Design and Landscape Architecture. The student will understand and deepen their knowledge of various trends and techniques in designing outdoor spaces from antiquity to the late 19th century and will be able to discern and analyze them.

Upon completion of the course, the student will be able to:

- understand concepts of gardening and landscape architecture,
- know and understand the various trends and techniques in designing outdoor spaces from antiquity to the late 19th century,
- distinguish the various trends and techniques in designing outdoor spaces from antiquity to the late 19th century

- and recognize their particular characteristics,
- present, describe, and analyze the various trends and techniques in designing outdoor spaces from antiquity to the late 19th century, as well as representative examples,
- individually evaluate, compose, and design landscape design proposals based on various trends and techniques in designing outdoor spaces.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

*Search for, analysis and synthesis of data and information by the use of appropriate technologies,
Adapting to new situations
Decision-making
Individual/Independent work
Group/Team work
Working in an international environment
Working in an interdisciplinary environment
Introduction of innovative research*

*Project planning and management
Respect for diversity and multiculturalism
Environmental awareness
Social, professional and ethical responsibility and sensitivity to gender issues
Critical thinking
Development of free, creative and inductive thinking
.....
(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)
.....*

Individual/Independent work
Group/Team work
Working in an interdisciplinary environment
Introduction of innovative research
Respect for diversity and multiculturalism
Environmental awareness
Critical thinking
Development of free, creative and inductive thinking

3. COURSE CONTENT

Introduction to the concepts of Horticulture and Landscape Architecture. Definitions, thematic subjects, and their applications. Historical evolution of Horticulture and Landscape Architecture through a retrospective, development, and analysis of various trends and techniques in designing outdoor spaces from antiquity to the late 19th century [Ancient times (Egypt, Mesopotamia, Persia, Greece, Rome), Middle Ages (Byzantium, Islam, Western Europe, Moorish gardens of Spain), Renaissance (Italy, France - Andre Le Notre, Netherlands, England – André Mollet), Naturalistic English Gardens (Capability Brown, Humphrey Repton), Far East (China, Japan), Eclectic (Victorian) English Gardens (John Claudius Loudon, Joseph Paxton), Arts and Crafts movement in England (Gertrude Jekyll). Representative works and historical gardens of each era are presented and analyzed, with particular emphasis on the principles and rules governing design, contributing to the aesthetic and functional expression of the landscape, the evolving perception of humans regarding the environment, and their influence on the evolution of Landscape Architecture and its modern applications.

4. TEACHING METHODS--ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>The teaching of the coursetakes place in-person, in a well-equipped classroom or studio, complete with the necessary audiovisual equipment for conducting lectures and presentations, as well as drafting tables and computers. These computers have suitable design software installed to assist in teaching the course. Additionally, teaching can also be conducted remotely through video conferencing.</p>
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>Slide Presentations in PowerPoint format are used for teaching purposes. Video projection. Communication with students is facilitated through email. The learning process is supported through the digital platform Microsoft Teams. Access to online databases is provided for research purposes.</p>

<p align="center">COURSE DESIGN</p> <p><i>Description of teaching techniques, practices and methods:</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i></p> <p align="center"><i>The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i></p>	Activity/ Method	Semester workload
	Lectures	36 hours
	Individual and group assignments at home	14 hours
	Design Tutorials	6 hours
	Individual design work	19 hours
	Total of Course (25 hours of workload per ECTS)	75 hours
<p align="center">STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>The evaluation language is Greek (and English if required). The assessment is conducted through examinations, the completion of design exercises, and the assignment of bibliographic projects accompanied by a presentation before an audience.</p>	

5. SUGGESTED BIBLIOGRAPHY:

- *Suggested Bibliography:*

Aben,R.,& De Wit,S.(1998).The Enclosed Garden: history and development of the Hortus Conclusus and its reintroduction into the present-day urban landscape.010 Publishers, Rotterdam.

Ananiadou-Tzimopoulou, M. and Gerolimou, A. 2009. Squares of Europe. Squares for Europe, Ziti eds: Thessaloniki.

Gkoltsiou, K. and Pangalou, H. 2001. Archaeological places and creative landscape design. A contradiction in terms. In (Ed.) Anagnostopoulos, G. Art and Landscape. IFLA & Panayotis and Effie Michelis Foundation: Athens.

Jellicoe, G. A., & Jellicoe, S. (1995). The Landscape of Man: Shaping the Environment from Prehistory to the Present Day (Third Edition, Expanded and Updated) (Third Edition, Expanded and Updated ed.). Thames and Hudson.

Jellicoe, G. A., & Jellicoe, S. (1991). The oxford companion to gardens Oxford University Press.

Littlewood, A. Maguire H., Woschke-Bulmahn J. 2002. Byzantine Garden Culture. Dumbarton Oaks Research Library and Collection: Washington D.C. www.doaks.org/etexts.html

Maguire, H. 2002. Gardens and Parks in Constantinople. Talbot, A.-M. (ed.) Dumbarton Oaks Papers, No 54. Dumbarton Oaks Research Library and Collection: Washington D.C. www.doaks.org/etexts.html. <https://doi.org/10.2307/1291843>

Quennell,M.,(1066),The Greek house its history and development from the Neolithic period to the Hellenistic age. Publishers, London

Rider, B.C., (1916),The Greek house its history and development from the Neolithic period to the Hellenistic age. Publishers, Cambridge.

- *Related Scientific Journals:*

- Landscape Architecture Magazine
- Topos

- Landezine
- 'scape
- The American Society of Landscape Architects
- Journal of Landscape Architecture
- Landscape Research
- Landscape Journal
- Landscape and Urban Planning
- Land (MDPI)
- Sustainability (MDPI)