

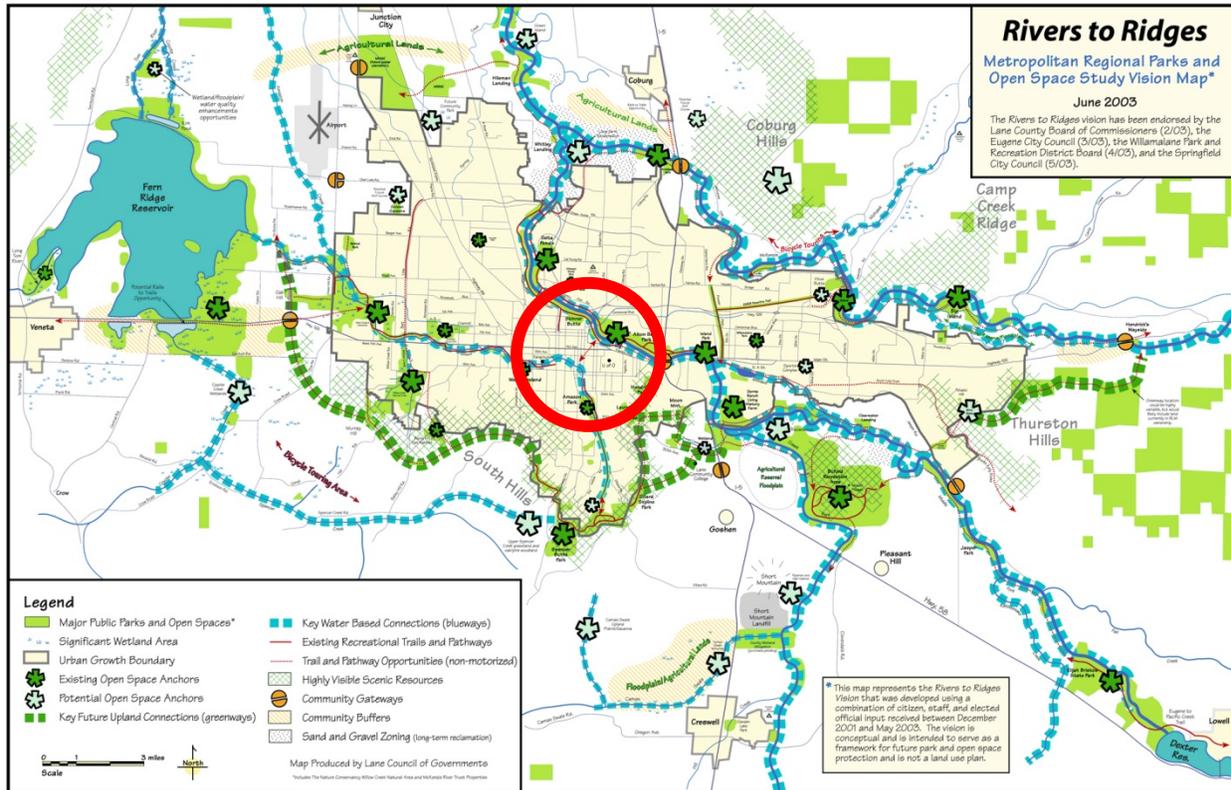
University of Oregon Department of Landscape Architecture
LA 539 Design Studio Fall 2014 MWF 1:00-4:50 pm
 CRN: 13631
 Instructor: Leslie Ryan

office hrs: M 11-12:45 or by appointment
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GREEN RIGHTS-OF-WAY

The primary objective of the studio is to reconceptualize the public right-of-way along a stretch of Pearl Street in Eugene, and, in a reimagined version of the well-known Oregon "park blocks," use space reclaimed from the street to plant the seed for a linear park that connects the ridgelines to the river.

The project begins and ends with this map:



to the south, the Ridgeline Trail with over 12 miles of trails that thread through Douglas-fir forests, remnants of Oak savanna, and riparian ecosystems. The Trail runs along the edges of the Amazon Creek watershed. The creek now bisects the valley between the South Hills and College Hill.

to the north, the Riverbank Path System with over 14 miles of paths for walking and bicycling, and 5 bridges which cross the Willamette River.

between these two edges, there is a path system from the Amazon Creek headwaters and the Rexius Trails along East and West Amazon Parkway, entering Amazon Park near 30th Street to the Adidas Trail on west of the creek and a wide concrete path on the east. The path transitions to city streets at 19th and Pearl Streets.

The studio project focuses on the missing link  on the trail map. Here a connection to the river is inferred but undetermined.

The reimagining of public space along Pearl Street begins with (conceptually) removing a lane of parking or traffic and redesigning the new, wider space as a linear park or green right-of-way. We will look at Pearl Street between 6th and 13th Streets, but within its larger context of a green right-of-way connecting the ridges to the river. Throughout, we will be taking the walker's perspective, and concentrating on being *in* a place while we are also moving through it.

There are numerous precedents to retaking the street and making it over into public space, such as San Francisco's Pavement to Parks program, San Diego's recent RFQ for the 14th Street Promenade in downtown, many of the Streets to Spaces projects documented by the Project for Public Spaces, and the growing interest in parklets, green alleys, and urban trails across the U.S.

Course Learning Objectives:

Upon completion of this course with a passing grade, students shall be able to:

- Demonstrate applications of fundamental design methods that are based on experiences of a site, assessments of existing conditions, and understanding of the ecological and cultural impacts and effects as felt on a variety of scales.
- Understand the potential ecological and social implications of design methods, tools, and impositions effectively convey solutions/resolutions in a manner that addresses both process and product.
- Understand how the profession of landscape architecture can contribute to the overall well-being of community and environment.
- Develop a deep, experiential awareness of how the body both occupies and defines space
- Understand the application of design concepts, such as hapticity, scale, proportion, and materiality, to the design process
- Build ability to use a variety of design translation skills that allow for connections between drawing, model-making, projection techniques and three-dimensional design projects.

Format:

The studio is based on four operating principles: design projects, desk critiques, group critiques and conversations, and content delivery (instructor's lectures, guest speakers, film screenings, etc.). A variety of media and sources will be recommended along the quarter to complement, or feed, the interactions. Methods of instruction include design exercises and projects, group and individual critiques, guest speakers, readings, films, discussion, precedent/case studies, and site visits. There is one mandatory Saturday field trip.

Resources

City of Dallas. (2010). Dallas Comprehensive Plan (Chap. 4 Parks and Open Space, and Park Creek Trail) <http://www.ci.dallas.or.us/DocumentCenter/Home/View/1062>

City of Eugene. *Ridgeline Area Open Space Vision and Action Plan* (2008). <https://www.eugene-or.gov/DocumentCenter/Home/View/3411>

Jacobs, Allan B. (1995). *Great Streets*. Cambridge, MA: MIT Press.

Jacobs, Allan B. Keynote: Looking, learning, making. *Places*, 11(2): 4-7. http://places.designobserver.com/media/pdf/Keynote:_Look_760.pdf

LCOG. (2003). *Rivers to Ridges Vision and Strategies*. Retrieved from <http://www.lcog.org/documents/natres/RiversRidgesVision.pdf>

UCLA School of Public Affairs (2012). *Reclaiming the Right of Way: A Toolkit for Creating and Implementing Parklets*. Retrieved from <http://innovation.luskin.ucla.edu/content/reclaiming-right-way-toolkit-creating-and-implementing-parklets>

Websites

Community Planning Workshop. (2014). Dallas Parks Master Plan: <http://www.dallasoregonparks.com/>

Pavement to Parks Program, San Francisco: <http://pavementtoparks.sfplanning.org/>

Rivers to Ridges Partnership, Eugene: <http://rivers2ridges.org/>

Rethinking Streets: <http://www.rethinkingstreets.com/download.html>

	DATE	TOPICS	ASSIGNMENTS and READINGS
Week 1	29 Sep	Introduction to studio Syllabus overview	
	1 Oct	Field trip to Tugman Park	
	3 Oct	Kingsborough Park design charrette	Read Dallas Parks Master Plan, and Dallas Comprehensive Plan (Chap. 4 Parks and Open Space, and Park Creek Trail)
	*4 Oct	Studio walk/field trip from ridge to river	Meet at Frank Kinney Park 875 Martin St.
Week 2	6 Oct	Mapping the walk Studio work	
	8 Oct	Studio work	Read LOCG and City of Eugene documents
	10 Oct	Studio work (LR in Reno)	Walk Pearl Street from river to ridge before our next Wednesday studio
Week 3	13 Oct	Studio work (LR in Reno)	
	15 Oct	Studio work	
	17 Oct	Discussion and pin-up of transect and contextual map	
Week 4	20 Oct	Schematic design begins	
	22 Oct	Studio work	Read Jacobs
	24 Oct	Studio work	
Week 5	27 Oct	Studio work	
	29 Oct	MIDTERM REVIEW	
	31 Oct	Studio work	
Week 6	3 Nov	Studio work	
	5 Nov	Studio work	
	7 Nov	Studio work	
Week 7	10 Nov	Studio work	
	12 Nov	Studio work	
	14 Nov	Studio work	
Week 8	17 Nov	Studio work	
	19 Nov	Studio work	
	21 Nov	Studio work	
Week 9	24 Nov	Studio work	
	26 Nov	Studio work	
	28 Nov	HOLIDAY - no class	
Week 10	1-5 Dec	FINAL REVIEW WEEK - our studio presentation date TBD	
FINALS WEEK		No final exam	

Grading:

Grading is pass/no pass. A passing grade for graduate students is a "B" and follows the UO grading system: <http://gradschool.uoregon.edu/policies-procedures/grades>. The following grade breakdowns are provided to help you understand what a passing grade will entail:

- A 100 – 90 % ---- Excellent. Ideas are clearly stated and developed. Specific examples are appropriate and help develop claims. Student not only demonstrates full knowledge of subject, but also demonstrates insight, invention, critical thought and ability to elaborate.
- B 80 - 89 % ----- Good (satisfactory for graduate level work). Meets expectations for assignments, analysis and critique.
- C 70 - 79 % ----- Average (unsatisfactory for graduate level work). Work is competent. Student demonstrates reasonable awareness and knowledge of subject, but fails to elaborate; work is often not supported by specific examples, analysis or synthesis.
- D 60 - 69 % ----- Inferior. Notably lacking preparation; project/assignment content may be irrelevant or dispersive.
- F 59% or less ---- Failing. Work is incomplete, not understandable or logical, poorly organized. Student doesn't have grasp of information, and can't answer questions about subject.

Participation

Participation in class discussions and critiques is mandatory and a significant aspect of your progress in this studio. Criteria for evaluating participation are as follows. Again, a "B" is a minimum passing grade for graduate students:

- A Student demonstrates excellent preparation through exceptional analysis and synthesis that relates to readings and other material (e.g., field trips, discussions, etc.); puts together pieces of the discussion to develop new approaches that take class further; contributes in a very significant way to ongoing discussion through keeping analysis focused, responding very thoughtfully to other students' comments, contributing to cooperative argument-building, suggesting alternative ways of approaching material, etc.; demonstrates ongoing and very active involvement.
- B Student demonstrates good preparation for class discussion through reading, critical thinking and analysis; offers interpretations and analysis of case material (more than just facts) to class; contributes to discussion through volunteering interpretations and analysis, responding to other students' points, and through demonstrating ability to think and consider suggestions that may be counter to the majority opinion; is consistently involved in the class discussions.
- C Student demonstrates adequate preparation for discussion; knows basic case or reading facts and offers straightforward information (e.g., straight from the case or reading), but does not show evidence of trying to interpret or analyze it; does not often offer to contribute to discussion, but contributes to a moderate degree when called on.
- D Student is present in class and not disruptive; student does not offer much when called on and demonstrates very infrequent involvement in discussion.
- F Absent or disruptive

Criteria for evaluating grades and participation are adapted from the University of Virginia Teaching Resource Center.

Attendance

Consistent and informed participation is crucial to a successful seminar. With the Thanksgiving holiday falling on our class meeting day and so shortening our class, it becomes even more essential that you attend all class sessions and field trips and come to class prepared to participate actively in discussions. Planned absences should be discussed in advance with the instructor. Students are allowed one absence; two or more unexcused absences will result in a lowered grade of one letter grade for each missed class.

Academic honesty policy

The University Student Conduct Code (<http://conduct.uoregon.edu>) defines academic misconduct. Plagiarism is taking and using as *one's own* the ideas, concepts, analysis and writings of another without giving appropriate credit through proper documentation. "Proper documentation" includes quotation marks, foot- or endnote citations, or noting that a sentence or paragraph is paraphrased (with references to where the original information was found). Providing assistance to another student who is attempting to cheat or plagiarize is also considered academically dishonest.

If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question prior to taking any action. Principles of academic honesty and professional ethics also apply to any use of computers associated with the class. This includes observing all software licensing requirements and respecting copyrights of intellectual property published on the Internet.

Students with disabilities policy

The University of Oregon is working to create inclusive environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify the instructor as soon as possible, or contact the UO Accessible Education Center at 541.346.1155 or uoaec@uoregon.edu.