



Time M, W + F 1:00 pm – 4:50 pm
Site Visit 10/20-10/22

Location TBD

Credits 6

Instructor Michael Geffel

Office Hours T + Th 12:00 pm – 1:00 pm

Studio Description

The studio will investigate a neighborhood transect in Rockwood through the lens of 20th century utopian city planning and 21st century ecological modernism to develop landscape proposals at the scale of the street, the site and the district.

The studio will begin with a charrette on tactical interventions that the neighborhood could enact *now* as a means of testing future design and planning propositions. Students will continue refining these designs over the length of the term until they are resolved in detail.

We will then enlarge the scope of investigation to three districts along 187th Ave: the commercial zone south of the 188th MAX station, the Residential corridor between Stark and Yamhill, and the former quarry known as the “Vance Pits.” During this period, students will critique perspectives on “suburbia,”

take a position on the future of the suburbs, and work in district teams to develop a strategic plan based on the ideas presented in their tactical proposals. Following the class site visit, students will create “non-site” models to represent neighborhood context.

From these planning or urban design interests, students will arrive at a site for a schematic design, advancing proposals of resilience, utility and memory. While formally developing their ideas, students will be asked to respond to futurist scenarios that may change the context of their design.

By exploring a variety of interests and diversity of perspectives, the studio will work as a team to present a range of possibilities for Rockwood and “the suburbs” in general. Students will be encouraged to be intensely pragmatic in confronting current problems and conventions while advancing speculative proposals that could transform how this (sub)urbanized landscape operates.

Site Context

Primarily developed mid-century before state land-use planning, Rockwood is the one of the densest and most diverse neighborhoods in the Portland metro area. As one of the few affordable parts of the city remaining, it is home to numerous immigrant communities with over 70 languages spoken in the home. Despite a perception of crime and poverty in the neighborhood, residents are active at the grassroots level, with established community organizations and a desire for “development without displacement.”

Rockwood has had excellent MAX service since the first line was completed in 1986, yet still has an auto-dominated urban form 30 years later. Recent planning and urban design has sought to change this, most notably with the high-profile “Rockwood Rising” project that is finally being realized on the site of a vacant Fred Meyer’s. Amidst the rental crisis in Portland, the backlash against infill in historic neighborhoods, and the increased traffic congestion in the city, transit oriented development (TOD) finally seems to be reaching this stop, but it remains to be seen if this process can meet community needs without displacing the existing residents.

Research Questions

This urban context challenges previous conceptions of the suburbs and forces the designer to make value judgements on past and current ideals of city planning:

- What are “the suburbs?” What makes Rockwood a suburb? What opportunities are available in the suburban landscape that aren’t in “the city?” How might the suburban framework be adapted to increase resilience?
- What has been the role and impact of planning in the neighborhood? How do recent urban renewal efforts compare to that of the 60’s and 70’s? What is the legacy of urban renewal in Portland and how has it affected Rockwood?
- Why is density good? Is there bad density? Is infill development without displacement possible? How can existing affordable housing typologies be adapted to have a better civic presence?

- Why has it taken so long for TOD to come to Rockwood? What is missing from East Portland's boulevard network? Are cars inherently bad? How might the transportation system change with autonomous, electric vehicles?
- How do landscape architects engage these spaces without perpetuating past suburban tropes that are "anti-urban?" OR How can the suburbs become *more* like the utopian cities they were imagined to be? What futures can we imagine for Rockwood based on the unique communities and urban conditions that are present now?

Prerequisites

LA 439/539 studio series or the equivalent (upon approval by instructor)

Class Format

During studio hours, the class will include foundational lectures to anchor the three phases of the term, discussions of required readings, occasional guest lectures, desk critiques, pinups and reviews. **One site visit is planned over the weekend of 10/20-22** (lodging and itinerary TBD), with an additional visit possible at the end of the term.

Grading

Consistent with all Department of Landscape Architecture studios, this studio is graded Pass/No Pass with formative and summative feedback throughout the quarter.

Information for Students with Disabilities

The University of Oregon is working to create inclusive learning environments. If there are learning or health considerations that may affect your ability to participate fully in this course, please meet with Prof. Geffel as soon as possible to discuss possible accommodations. If this is a documented disability, please request that the Counselor for Students with Disabilities send a letter of verification. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Policy Statement on Academic Honesty and Student Conduct

All work submitted must be your own (or your team's) and originally produced for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Students are encouraged to work together and assist one another, but unless an assignment is specifically designated as a team project, each student is expected to complete their own work individually. Plagiarism means using the ideas or writings of another as one's own. It includes, but is not limited to:

- a) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; and
- b) the unacknowledged use of materials prepared by another person.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Schedule

Weeks	M	W	F
1 Tactical Intervention Workshop (2 Weeks)	9/25 Intro to studio and Phase 1 exercise	9/27 <u>Reading Discussion</u> ; Workshop	9/29 Tactical Workshop
2 Tactical Intervention Workshop (2 Weeks)	10/2 Pinup and discussion	9/29 Working session and desk crits	10/6 Working session
3 The Monuments of Rockwood (2 weeks)	10/9 Phase 1 Review Tactical Interventions	10/11 Intro to Phase 2 exercise, <i>Select detail</i>	10/13 <u>Reading Discussion</u> ; Workshop
4 The Monuments of Rockwood (2 weeks)	10/16 Working Session	10/18 Pinup , <i>Receive detail markups</i>	10/20-22 Site Visit
5 The Future of Sprawl (2 weeks)	10/23 <u>Reading Discussion</u> ; Workshop	10/25 Working session and desk crits	10/27 Working session and desk crits
6 The Future of Sprawl (2 weeks)	10/30 Mid-Review (TBD) Base Maps / Non-Sites Strategic Plans Tactical Interventions	11/1 Intro to Phase 3 exercise, Select site & scale	11/3 <u>Reading Discussion</u> , Workshop <i>Receive detail markups</i>
7 Resilience, Utility and Memory (4 weeks)	11/6 Working session and desk crits	11/8 Working Session and desk crits	11/10 Pinup
8 Resilience, Utility and Memory (4 weeks)	11/13 <i>Receive scenarios and final detail markups</i>	11/15 Working Session and desk crits	11/17 Working Session and desk crits
9 Resilience, Utility and Memory (4 weeks)	11/20 Pinup	11/22 Working Session and desk crits	11/24 Thanksgiving Break
10 Resilience, Utility and Memory (4 weeks)	Final Reviews (TBD)		

Readings

Phase 1: Tactical Intervention Workshop

Hood, Walter. "Preface," "Durant Minipark," and "The Street" in *Urban Diaries* (1997), 5-19 and 53-70 CR

Hou, Jeff. *Insurgent Public Space* (2010), excerpts

JB Jackson. "The Future of the Vernacular" in Groth and Bressi. *Understanding Ordinary Landscapes*, 145-154

Peen, Mathilde. "Activation and Transience," in *Scape* 1:2011, Acupuncture

Phase 2A: The Monuments of Rockwood

Hayden, Dolores. "Introduction" and "Decoding Everyday American Landscapes" in *A Field Guide to Sprawl*, 5-16

Smithson, Robert. "The Monuments of Passaic," in *Artforum* 7:4, Dec 1967, pp 48-51; repr. in *Writings*, 1979, pp 52-57.

Smithson, Robert. "A Provisional Theory of Non-Sites" in *Robert Smithson: The Collected Writings*, edited by Jack Flam, 1996.

Also see <http://socks-studio.com/2014/06/14/theory-of-non-sites-by-robert-smithson-1968/>

Phase 2B: The Future of Sprawl

MIT Future of Suburbia Program

Davis, "Landscapes and Instruments," *Landscape Journal*. 32:2 (2013) 293-308

Pickett, S.T.A.. "Resilient Cities: meaning, models and metaphor for integrating the ecological, socio-economic and planning realms" *Landscape and Urban Planning* 69 (2004) 369-384

Weller, Richard. "Landscape (sub)urbanism in theory and practice," *Landscape Journal* 27:2 (2008) 247-267.

Phase 3: Resilience, Utility and Memory

Dee, Catherine. "Form, Utility, and the Aesthetics of Thrift in Design Education" *Landscape Journal* 29:1 (2010) 21-35

Hirschman Woodward, Joan. "Envisioning Resilience in Volatile Los Angeles Landscapes" *Landscape Journal*, special issue on Metropolitan Ecology 27:1 (2008) 97-113

Marot, Sebastien. "Reclaiming of Sites" in *Corner, Recovering Landscape* (1999). 44-57 RC