

Making Landscapes

READING the landscape

PROJECTING poetics of place

THINKING through landscapes by MAKING

LA 289

Landscape Architectural Design

Spring 2016

Professor Liska Chan

Studio Assistants:

Rachel Spencer and John Maxson

BALANCE SHAPE FORM

DYNAMIC SPACE MOVEMENT



Course Objectives

This course will introduce undergraduate students the fundamental skills, theories and practices of contemporary landscape architecture. The goal of the course is to lay a foundation of skills for analyzing and representing landscapes (both as they are and how they might be) that you might build upon in your future studios and work after graduation.

Outcomes

Students will learn over the next ten weeks through exposure to two distinct projects. Work will be in the studio as well as in the field. In addition to project based learning, students will learn through seminars, tutorials and lectures. Reviews of the work will be mostly verbal, in class through desk critiques as well as pin-ups and formal small group or exhibition style (dialog) critiques.

The work in this course is speculative. It rehearses possibilities for a variety of landscapes.

By the end of this 10 week course students should be able to:

- demonstrate an understanding of the principles of spatial design
- demonstrate an understanding of design processes and methods
- communicate design proposals through graphics, verbal presentations, and written work.

Work

Students will do projects that translate direct experience of the landscape. They will do projects that speculate on potential changes to the landscape. They will also critically engage and analyze the landscape through making, writing, reading and discussion.

Outline of the term

Themes: balance, form and shape (correspond with Arnheim chapters)

Concept derived through narrative, urban diaries

Site: small public space for passage and socializing in Whiteaker, Eugene

Themes: space, movement, dynamics

Concept derived through metaphor

Site: Vanport, Oregon. A memorial to the social histories of Vanport .

Grading:

Each student will be assessed based on his/her individual skill development throughout the studio. Effort, exploration, work ethic and innovation will factor into how each person expands her/his design skills. The instructor will communicate with each student individually throughout the term about their progress and how she/he can continue to build skills and knowledge.

Criteria for evaluation:

Earnestly work towards developing and expanding your skills Show consistent progress on work throughout the term. Participate in Studio daily • Give constructive feedback to your peers • Complete all assignments -- class and individual • Attend Studio, on time -- no more than 2 absences will be allowed, please communicate with me about foreseen and unforeseen absences • Studio meets 1-5 and I expect you to be present and working

during that time. • Present cohesive presentations for all pin ups, site documentations, midterm and for the final project. • Complete final project.

Professionalism:

Upon the acceptance to this professional program you are preparing to enter a professional work environment. In this environment respect for your peers and faculty is key to fostering a healthy and creative environment. I expect each of you to strive to maintain this professional atmosphere within the studio. This applies to the policies of both the student code of conduct, as well as the mission of AAA. Anyone who obstructs the learning process of another student through any disrespectful or distracting conduct both in and out of studio will not be tolerated. This policy applies 24/7 within our studio class- room.

Calendar:

Studio is an organic, often non-linear learning experience. With that in mind I reserve the right to change the schedule as needed to accommodate any shifts or opportunities that occur during the term. This is for the benefit of making the most out of the time we have together. "

(Grading, Criteria for evaluation, Professionalism and Calendar borrowed from Anne Godfrey)

Accessible Learning Environment

If there are aspects of the class that you foresee as barriers to your learning, please contact me as soon as possible and I will do what I can to accommodate your learning style. If you are working with the Accessible Education Center, please let me know about this and provide any documentation or contact information that I should have. If you would like to meet with someone at the Accessible Education Center, their contact information is 164 Oregon hall, 541 346-1155, uoaec@uoregon.edu.

University of Oregon Community Standards

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. *A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.*

(<http://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx>)