

Syllabus
Spring 2018

LA 4/539 DESIGN & PROCESS STUDIO

Dune | (Re)constructing Oregon's Public Beaches



Lincoln Beach
Lincoln County, Oregon

Time M, W, F
1:00pm - 4:50pm
Required all-day field trip on Saturday, April 28th or Sunday, April 29th

Location TBD

Credits 6

Instructor Michael Geffel
Department of Landscape Architecture
Lawrence Hall, Room 214
mgeffel@uoregon.edu

Prerequisites Winter Term 4/539 Studio.

Studio Description In 1967, the landmark Oregon Beach Bill extended state ownership from the “wet sand” up to the “vegetation line,” creating an easement for public access. But these delineations are subject to coastal process and are highly dynamic. What is the future of the Oregon coast as sea levels rise? Past efforts to armor coastal bluffs have starved our beaches from a supply of sediment; as beaches narrow, wave action is much more forceful on the bluffs. Then there are tsunamis. Understanding the beach as landscape infrastructure, the studio will confront accelerating erosion and bluff recession at Lincoln Beach, developing proposals for Gleneden Beach State Park.

LA 4/539 DESIGN & PROCESS STUDIO

Dune | (Re)constructing Oregon's Public Beaches

Curricular Context
[text taken from
the departmental
Studio Program Goals
document, 2010]

In LA 4/539 students are introduced to the application of theories, practice, skills and process of design as applied to a single, wholly addressed and solved problem. They work on problems rich in ideas and values, but focus on smaller sites and problems with modest programmatic intentions and complexity. By the end of the sequence students have engaged problems of increasing complexity where they become fluent in the language of landscape architecture and the making of places. The connectedness between landform, planting, drainage, construction, and people and their needs is more carefully articulated in design proposals of increasing skill and sophistication, especially at site scales. Contributing positively to the transformation of places becomes an achievable objective as studios draw on the knowledge and skills accumulated from subject area classes.

The objectives are to teach students to think about, value, and effectively use the skills and understandings from their other classes to date as professional design sources while introducing students to the diversity of landscape architectural values, interests and responsibilities. They are introduced to a range of landscape design issues, scales, media and methods, in a series of distinct but pedagogically interrelated projects. They build an appreciation for the crafts of place making, design communication and construction. They are introduced to constructive processes of design criticism and the developmental and evolutionary nature of design recycling.

Specific objectives of LA 4/539 include:

1. Developing a foundation for landscape architectural design based in:
 - a. the history, theory and culture of landscape architecture;
 - b. principles of design, form, space and place;
 - c. creative processes, design methods and values;
 - d. integration of cultural and ecological factors
2. Teaching specific design skills such as:
 - a. research, site inventory and site analysis;
 - b. identification, articulation and development of design concepts;
 - c. team work and group dynamics;
 - d. media development (diagram, orthographic projection and simulation);
3. Creating integrative and comprehensive designs through the application of:
 - a. land use plans, design policies and guidelines;
 - c. site specific, contextual proposals;
 - d. value-expressive form, spatial composition, design;
 - e. facility with planting design and technical concepts;
 - f. appropriate study and communication media;
 - g. evaluation, critique and design judgment

LA 4/539 DESIGN & PROCESS STUDIO

Dune | (Re)constructing Oregon's Public Beaches

Class Format	Studio meeting times are primarily structured around design critiques, class discussion, lectures, project work, site visits, and occasional guest presentations. Outside of studio time, students are expected to complete workshop exercises, execute site visits as needed, develop designs for intermediate assignments, and prepare for midterm and final reviews.
Grading	Consistent with all Department of Landscape Architecture studios, this studio is graded Pass/No Pass. This grading policy is intended to encourage critical inquiry and risk-taking that pushes the boundaries of contemporary landscape architectural practice. Formative feedback will be provided by the instructor, studio guests, and mid-term and final reviewers. Summative feedback based on achievement of the course learning objectives will be provided by the instructor during exit interviews in Week 11.
Learning Objectives	By the end of this studio, you should be able to demonstrate: <ol style="list-style-type: none">1. Clear identification, articulation and development of design concepts;2. Proficiency in research, site inventory and site analysis;3. The ability to formally and spatially express your design concept through earthworks, site assembly, planting and hydrology4. Proficiency in selecting and developing the appropriate media to communicate your research and design concepts5. The ability to be an effective team member in a group setting
Expectations	Highest professional standards will be expected and maintained throughout the term. Active in-class participation and progress is very important. Participation will include research, preparation for class activities, respecting the rights and property of others, working cooperatively with other students as needed, and completing assignments satisfactorily and on time.
Attendance Policy	Students are expected to attend studio (which includes being in studio or in COD computer labs) each session for the full time allotted. Students may miss up to 4 hours of studio over the course of the quarter, with no questions asked. Absences beyond that allowed in this policy will require prior approval (only for things like ASLA conference attendance, medical emergencies, family bereavement, etc.); absences beyond that allowed in this policy without prior approval may result in failing the studio. All field trips, pin-ups, and reviews are required, are noted on the schedule included in the syllabus, and are not eligible to be considered as part of the 4 hours policy.

LA 4/539 DESIGN & PROCESS STUDIO

Dune | (Re)constructing Oregon's Public Beaches

Deadlines, Extensions, Incompletes	Projects are due on or before the beginning of the studio period of their due dates, unless otherwise noted. Email the instructor as soon as you can if anything may prevent you from meeting a deadline as scheduled. Failure to submit a project(s) on time may result in a Marginal Pass or a Fail grade.
Retaining Copies of All Coursework	Please retain copies of all work submitted and the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these copies as documentation.
Studio Courtesy	Please have your cell phone set to silent during studio. You are welcome to use your smartphone for research purposes provided it does not become a barrier or distraction to your and your classmates' education or the ability of the instructor to teach.
Academic Resources	The University's Teaching and Learning Center (TLC) provides various programs, workshops, courses, tutors, and mentors to aid you in your coursework at the University of Oregon. One of the services that may be of particular benefit for this class is the TLC's Writing Lab, which provides one-on-one feedback on writing assignments. You may visit the Drop-In Writing Lab at 72 Prince Lucien Campbell, M-F 9am-4pm, with or without an appointment (http://tlc.uoregon.edu/subjects/writing/).
Academic Integrity	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 http://library.uoregon.edu/guides/plagiarism/students/index.html .

LA 4/539 DESIGN & PROCESS STUDIO

Dune | (Re)constructing Oregon's Public Beaches

Accessibility The University of Oregon is working to create inclusive learning environments. Please notify the instructor if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Diversity The University of Oregon is dedicated to the principles of equal opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community. This course is committed to upholding these principles by encouraging the exploration, engagement, and expression of distinct perspectives and diverse identities. We will value each class member's experiences and contributions and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles in any way. You may also notify the Department of Landscape Architecture at 541.346.3634 or at landarch@uoregon.edu. For additional assistance and resources, you are also encouraged to contact the following campus services:

Office of Equity and Inclusion
1 Johnson Hall
541.346.3175
<http://oied.uoregon.edu>

Center on Diversity and Community
54 Susan Campbell Hall
541.346.3212
<http://codac.uoregon.edu>

Bias Response Team
164 Oregon Hall
541.346.1134
brt@uoregon.edu
<http://bias.uoregon.edu>

**Sexual Violence and
Survivor Support
Statement**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating

LA 4/539 DESIGN & PROCESS STUDIO

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campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Schedule In the event of inclement weather, the UO home webpage (<http://www.uoregon.edu/>) will include a banner at the top of the page displaying information about delay, cancellation or closure decisions for the Eugene campus. Additionally the UO Alerts blog will be updated with the latest updates and bulletins. Local television and radio stations will also broadcast delay and cancellation information.

Schedule may be adjusted at the discretion of the Instructor during the course of the term.

Inclement Weather Faculty members not able to travel to campus to convene their classes have the responsibility of notifying students in a timely way if their classes will be cancelled. In the event of a class cancellation, for any reason, the instructor will contact the Department of Landscape Architecture as the first point of contact, and also send an email via Canvas to all students.

Emergency Information In Case of Emergency CALL 911.

In case of non-emergency assistance:
Call the UO Police Department at 541.346.2919

If we need to evacuate the building during class, two possible evacuation routes include exiting LA 310 and a) turning right, taking Lawrence Hall's southwest (glass enclosed) stairs to the ground floor, and then exiting through the southwest entrance of Lawrence Hall, or b) turning left, taking Lawrence Hall's south stairs to the ground floor, and then exiting through the front (south) entrance of Lawrence Hall.

If we need to evacuate the building during class, our designated assembly point is on the Old Quad, located west of Lawrence Hall.

Be sure your cell phone is set up to receive UO Alert text messages: 1) Login to DuckWeb, 2) Click on the "Personal Information" menu, and 3) Click on "Enter/Update Emergency Alert Phone."

More information on emergency preparedness can be found online:
emc.uoregon.edu/content/resources-students

LA 4/539 DESIGN & PROCESS STUDIO

Dune | (Re)constructing Oregon's Public Beaches

Schedule

	Monday	Wednesday	Friday
	LA 350	LA 350	
Week 1 Coastal Morphology Research	April 2 Intro <i>Group Assignments</i>	April 4 Design for Rising Sea Levels <i>Reading Discussion</i>	April 6 Working Session
Week 2 Resilient by Design	April 9 Precedent Analysis	April 11 Working Session	April 13 Presentation & Discussion
Week 3 Context Mapping & Modelling	April 16 Shifting Sites <i>Reading Discussion</i> <i>Group Assignments</i>	April 18 Working Session	April 20 Working Session
Week 4 Site Analysis REQUIRED FIELD TRIP 4/28 OR 4/29	April 23 Site Analysis Workshop	April 25 Working Session	April 27 Presentation & Discussion
Week 5 Design Concept	April 30 Design Workshop <i>Reading Discussion</i>	May 2 Working Session	May 4 Working Session
Week 6 Grading Concept	May 7 Grading Workshop	May 9 Working Session	May 11 Mid-Review
Week 7 Design Development	May 14 Peer Design Critique	May 16 Working Session	May 18 Working Session
Week 8 Design Detail	May 21 Detailing Workshop	May 23 Working Session	May 25 Presentation & Discussion
Week 9 Transformation	May 28 Memorial Day No Class	May 30 Representation Workshop	June 1 Working Session
Week 10	Final Review (TBD)		
Week 11	Exit interviews		

Syllabus
Spring 2018

LA 4/539 DESIGN & PROCESS STUDIO

Dune | (Re)constructing Oregon's Public Beaches

Readings

Week 1 Hill, K. and Barnett, J. "Design for Rising Sea Levels" in *Harvard Design Magazine* 27 (Fall 2007/Winter 2008) 1-7

McHarg, I. "Sea and Survival" in *Design with Nature* (1969), excerpt 7-17

Week 3 Hill, K. "Shifting Sites" in Carol Burns and Andrea Kahn, *Site Matters* (2005), 130-155

Week 5 Reimer, M. "Unsettling eco-scapes: aesthetic performances for sustainable futures" in *JOLA* (Spring 2010) 24-37