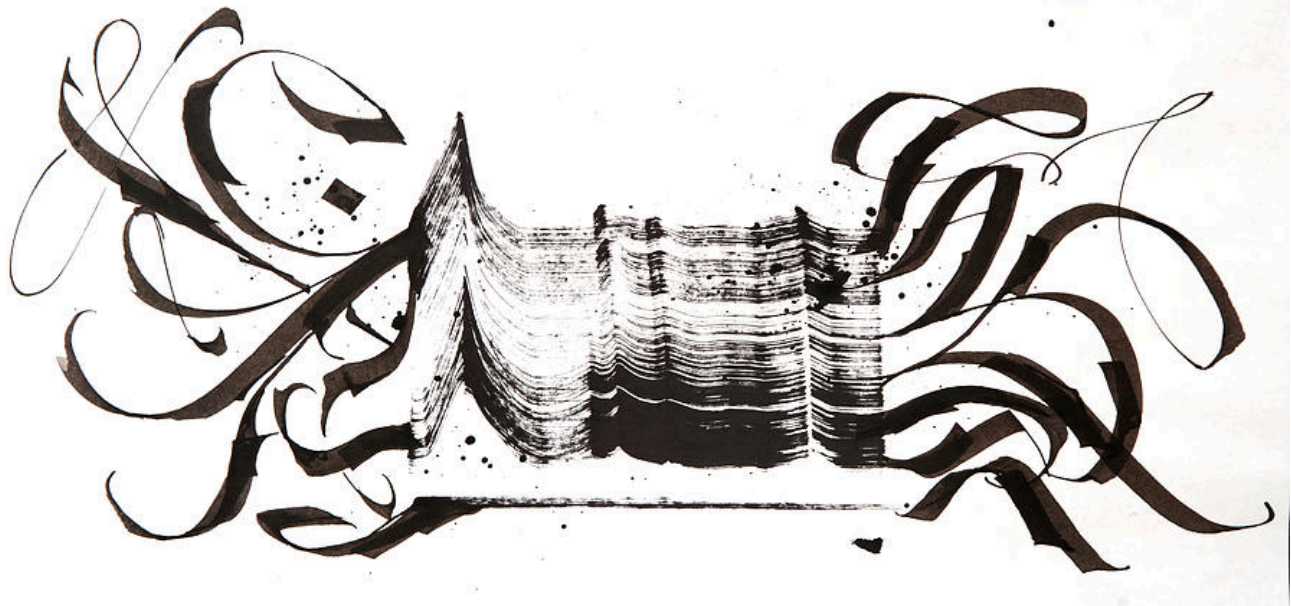


LA 4/594 Fall 2021
Building a Disruption Toolkit for TriMet's Redline Extension
CRN 16225 – 1300-1650 MWF - 400S LA

Instructor: Jean Yang, jeany@uoregon.edu



Dmitry Mandzyuk

Instructor: Jean Yang (she/her), Lawrence Hall 311, jeany@uoregon.edu

Curricular Context: Required studio in the BLA and MLA degree programs

Studio Prerequisites: Successful completion of (3) 489 or 589 studios

Office Hours. Immediately following studio on Mondays and Wednesdays, or by appointment.

Credits: 6

Weekly Format

The studio will generally follow a regular schedule as follows:

- + Monday: lecture and or workshop
- + Wednesday: required desk critique and discussion
- + Friday: pin-up and reviews and weekly submission of week's assignments

Mid-term Review: Wednesday, Nov. 4th 1-5pm (tentative)

Final Review: TBD, Week of Dec 1st

Equity is not a type of action that is usually commissioned by a client. If we hope to dismantle decades of unjust economic, housing, transportation, and land use policy, we must learn to



Landscape Architecture Department

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reframe our client's objectives with an equity lens. This studio will introduce students to the tools that **landscape architecture advocates** use to develop an equity-focused, benefits-based conceptual design. Instead of solely focusing on solving problems or addressing specific program requirements, students will be encouraged to uncover larger forces, experiment, and design landscapes that **answer both the client's objectives and larger equity concerns**.

This studio is a Sustainable Cities Institute project run with TriMet and the PSU Center for Public Interest Design. Over 10 weeks, we will develop an equity-based landscape toolkit for TriMet's redline extension. **Rather than studying a specific site, the studio will understand the typical patterns of landscape, urban design, equity, economics, etc. around the TriMet Red Line Extension.** Per Christopher Alexander's "*A Pattern Language*," the class will develop solutions that evolve from the pattern description and analyze how well the pattern solves specific site issues.

This design research studio is organized around skills learned over the years (design, analysis, mapping, priority setting, etc.) Students will use these tools in a "research through design" process that will be transferable to a range of landscape architecture applications and scales. The skills will be used to study patterns of inequality, typology-driven solutions, toolkits, and benefits-based solutions.

In the first 5 weeks, students will work in groups of 3 to analyze, understand patterns of inequity, and brainstorm solutions for the Red Line extension. Direct design research will include site inventory and analysis, but also employ research tools to drive concept generation and the application of concept to site. "Research through making" will be central to the studio experience. Students will develop design as both an ontological tool and as a set of patterns through artistic, adaptive, analytical, and systematic methods.

During the second half of the class, each student will select their own design research topic, develop pattern solution(s), and learn to measure the social impact benefits of their design decisions. Successful studio projects will experiment with materials, forms, patterns, the relation between the natural and the artificial, self-organization, issues of identity, aesthetic diversity and of course sustainability and equity. Final studio projects will vary in response to student interests and goals and will likely manifest in a variety of design products.



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