

Nature has introduced great variety into the landscape, but man has displayed a passion for simplifying it.
Rachel Carson, "Silent Spring-1" (first published in *The New Yorker*, June 16, 1962)

AN UNDISCIPLINED LANDSCAPE

Instructor: Leslie Ryan leslie@aerea-studio.com
Office hrs: Tues 12-1 pm (or by appt), Onyx Bridge 178
Room: Lawrence 307
Time/day: M/W/F 1:00-4:50 pm
Credits: 6



Studio description

This studio begins with a premise: our universities and centers of learning should be embedded within the biodiversity of nature, and not external to it. We will be reimagining and redesigning the campuses of the University of Oregon, Oregon State University, and California State University at Chico to be centers of biodiversity. Think of this as a "Uni-Diversity" that transforms the university into hubs for indigenous ecosystems and biodiversity conservation. We will start with a critique of the monocultures of lawn that have become synonymous with the campus landscape. Manicured lawns are a testament to homogeneity, and emblematic of a dominant view whereby humans, some more than others, are entitled to control and exploit nature. This same logic is deeply engrained in and supports many forms of social and cultural injustice.

Biodiversity is the essential foundation of productive, resilient, and adaptable systems and places. The thickness of a biodiverse world allows living systems to rebound and adjust after disruptions such as storms, flooding, or other events. Biodiversity loss is a thinning of the thick world that supports us. Species extirpation and extinction, ecosystems pushed beyond recovery, and extensive territories

harnessed solely for human consumption ultimately threaten resiliency of the ecosystem services that humans depend on for our collective health and well-being, human and more-than-human alike.

Thickness is equally measured in cultural diversity. Biodiversity and cultural diversity are deeply entangled, a point that is increasingly clear as challenges mount to dominant settler-colonial narratives regarding the natural world and a reconsideration emerges of how the lives of others must be respected and included in our calculations of what is good.

Studio structure

The studio will incorporate walking, mapping and diagramming as means to know a place. Guest lectures, field trips, readings, desk crits, and both formal and informal reviews will broaden the range of design possibilities, approaches, and final presentations.

Inclusive culture

The University of Oregon community is committed to engaging and including people across all differences. Each of you is welcome in this course. A shared objective among faculty and students is to promote a culture supporting a diversity of values and thoughts through maintaining an environment of open communication, critical discourse and creative thinking. Consideration for the needs of others, and for the facilities that we share, is essential to foster a culture of mutual respect and collaboration.

Attendance

Attendance is required in all class sessions. If you are unable to attend, you must inform me *prior* to your absence to request an excused absence. More than one unexcused absence will be grounds for lowering your grade by one level, and more than two unexcused absences will be grounds for lowering your grade by two levels.

Grading

This studio is Pass/No Pass. The grading rubric below may be useful for understanding what is expected of graduate students (grade B or better) and undergraduate students (grade of C or better). A passing grade indicates that you have completed all assigned work, attended studio classes, and participated in desk crits, group discussions, pin-ups, and reviews.

- 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. Meets expectations for assignments, analysis and critique.
- C 70 - 79 % ----- Average. 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.

Please note that all work for this course must be completed during this quarter -- it is University policy that an "I" or Incomplete be given only by prior arrangement with the instructor, and then only when **very special circumstances** warrant that mark.

Accessible education

Please let me know within the first two weeks of the term if you need assistance to fully participate in the course. Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (<http://aec.uoregon.edu/>) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. You can also contact the Accessible Education Center directly for assistance with access or disability-related questions or concerns.

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 <https://researchguides.uoregon.edu/citing-plagiarism>."