



A Landscape Maker Process. Design development (clockwise from left) from Photoshop concept drawing, to scaled study-model with paint application test, to full-scaled tree guard prototype by MLA student Ian Vierck at recent "Landscape Makers" exhibition at the LaVerne Krause Gallery, Lawrence Hall, UO.

LA 289: Landscape Making at the Landscape Lab

As a foundational studio in the BLA sequence, this course introduces students to fundamental concepts and creative techniques of landscape architecture. Through a series of intensive workshops, critical reviews, and lectures, we will explore the UO's Landscape Lab (on campus site along the Willamette River), as an experimental place to study landscape in terms of creative process, conceptual design, design-narrative, and environmental communication. The process of hands-on "making" will be prioritized as the principle language of our iterative design process. The goal is for students to see, analyze, conceptualize, and communicate through the creation of 3D models and site-responsive landscape-inspired objects and installations. We will also employ basic drawing conventions such as measured section, plan, and elevation as well as hand-crafted collage. This studio will be rigorous in its intellectual requirements and demanding in terms of student time, effort and applied creativity.

Spring 2022

Time: MWF 9AM to 12 Noon

Location: In person

Instructor: [David Buckley Borden](#) (he/him/his)
Lawrence Hall, Room 381
dborden4@uoregon.edu

Teaching Assistant: TBD

Credits: 6

The LA 289 studio is open to all students. No prior design-experience is required. There are no course prerequisites, just a positive attitude and the willingness to invest time into the creative process.

This studio is **Pass/No Pass**.

Studio Overview

The second LA 289 studio program consists of a series of short, intense projects, designed to engage a variety of fundamental and prototypical landscape architectural problems, involving site, spatial composition, hand-drawing, sketching, section drawing, design narrative, environmental communication and design process. This particular studio will foreground analog making as a critical creative means for design development.

Studio Objectives:

1. To teach students to think about, value and effectively use their past environmental experience and present sensibilities as design sources;
2. to introduce creative processes and basic design theories;
3. to build design vocabularies and an appreciation of well-designed places;
4. to engage a range of landscape design issues, scales, media and methods, in a series of distinct but interrelated projects;
5. to introduce students to the diversity of landscape architectural values, interests and responsibilities;
7. to build an appreciation and capacity for craft, a striving for the highest quality work, and an understanding that studio proposals are expected to be the very best the student can do at their particular level of development;
8. to introduce the processes of design criticism and the developmental and evolutionary nature of design iteration;
9. to begin learning to work creatively and responsibly in group situations.

Studio Format

The studio format will be organized around rigorous group-project work, one-on-one critiques, pin-ups, guided class discussions, presentations, and guest lectures actively engaged in design, creative exploration, ecology, and “transpecies” considerations.

The studio will generally follow a regular schedule as follows:

Monday: lecture and/or workshop

Wednesday: desk critique and discussion

Friday: virtual pin-up and reviews, and **weekly submission** of week’s assignments to Canvas

Studio Approach

This studio is organized around creative methods that actively employ maker-based creative workflows. The studio will foreground a variety of hands-on design methods that include the creation of drawings, models, and other intentional creative modes for concept development, form-making, and speculative design proposals.

Students will select their own sub-site within the study site and design inspirations in response to the place, research, community, and speculative future of the site. Final designs will vary in response to student interests and goals, and will likely manifest in a diversity of

Requirements

1. Attendance to all online lectures and discussion sessions. Per mandate of the College of Design this course can not be taken as an asynchronous class. No exceptions.
2. Evidence of preparation through exercises/ assignments, prepared questions, and conversation during class, or by specific reference in the student’s individual projects throughout the term.

This studio is graded Pass/No Pass.

Exceptional effort, intellectual growth, skill development, and creative risk-taking will be rewarded in final grade. Minimal effort, tardiness, and an unproductive attitude, will not be rewarded.

Assignments

Assignments are to be submitted digitally (PDF), at the beginning of the class session on the due date. Include last name and date in file name. For example *Smith_09292020.pdf*. Late work will be penalized a grade step per day. Digital work must be submitted on the Canvas course website; emailed work will not be accepted.

Expectations

Despite being an introduction-level studio, I expect the highest professional standards to be maintained throughout the term. Active in-class participation, open communication, and consistent effort progress is very important. In addition, class participation also includes respecting the rights and property of others, working cooperatively, and completing assignments satisfactorily and on time.

Design research methods will be incorporated in all stages of the design process and include both indirect (literature, case study, and precedent review) and direct methods of design inquiry. Direct design research will include site inventory and analysis, but also employ research-by-design tools to drive concept generation and the application of concept to site. Beyond class meetings, students will be required to read selected publications. Optional readings are highly encouraged. Outside of studio, students are expected to complete exercises, develop work for intermediate submissions, and prepare for pin-ups. If students fail to prepare for pin-ups, they forfeit their opportunity for direct one-on-one feedback.

Grading Breakdown

20% Class attendance/participation
40% Weekly Pin-Ups/Desk Crits
20% Mid Term
20% Final Project

Attendance, preparation, participation, and all assignments are mandatory. Unexcused absences or failure to submit assignments on time will lower your overall course grade. Students are permitted one grace absence.



Educational Design. "Wildfire Sun Dial," by UO MLA student, Celia Hensey. Temporary environmental-communication installation developed as part of the Overlook Field School, Mt. Pisgah Arboretum, OR, 2021.



Community-Driven Design. "Tick Check Point" by David Buckley Borden. Temporary direct-action installation developed in response to Lyme disease concerns at the Harvard Forest, Petersham, MA, 2017.

Communication

Our class will communicate through the course Canvas site. Announcements and assignments are archived there and automatically forwarded to your UO email. Check and adjust your settings under Account > Notifications. Canvas will also be the go-to platform to access Zoom links to “go to studio” and schedule “live” office hours. Please let me know if scheduled office hours do not work for you and we will schedule another time.

As we all have not thoroughly tested the remote learning format at this scale, we may face technical difficulties or capacity issues. Some of these challenges may include broadband speed at our respective homes, server capacity issues, or caretaking responsibilities that come with working from home. These should not be an impediment to communicate: if you are not able to join, call or send an email. I am open to modifying our guidelines for remote participation. For more details about communication and participation, please refer to the following guidelines for remote participation.

Specific Guidelines for Canvas Discussion

1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn't always translate in an online environment.
3. Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
6. Contribute and interact often, please and thank you.

Specific Guidelines for using Zoom

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the Zoom Help Center at <https://support.zoom.us/hc/en-us>
2. Be on time when the meeting starts. It is distracting to have participants join late.
3. Be mindful that others can see you and your surroundings if your video is on. Find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
4. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
5. Mute your audio when you are not actively contributing.
6. Use chat to pose questions or offer insights “on the side” while others are contributing or use the option to “raise your hand”.
7. If you prefer to use a static image instead of video, you can keep your video off. However, video use is required during discussion sessions.
8. For help with Zoom, visit the Zoom Help Center at <https://support.zoom.us/hc/en-us>
9. Have fun.

Technical Requirements

Log into canvas.uoregon.edu using your DuckID to access our class. Canvas will be used as the “administrative hub” of the course. Links to “live” studio meetings, desk crits, and office hours have also been made available. Please refer to the course “modules” for detailed agendas and assignments. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone (541-346-4357) or live chat (livehelp.uoregon.edu) Monday–Sunday (6 AM –12 AM).

If you face Internet access challenges: computer labs are open for students at the Eugene campus. Some companies are offering free access during this challenging time. To learn more about options visit Information Services' web page on going remote. All-class lectures will be organized as video conference calls using Zoom. Please refer to Best Practices using Zoom in the Course Policies section of the document. You will join the call using the link that I will share prior to the class. You don't need to install Zoom to join a meeting (the link will prompt a download of a small application file just for the particular call on your laptop). We will use a course folder on Canvas as a space to share assignments, recorded lectures, and other course resources. Students will upload weekly assignments and project updates as needed.

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>.

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 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.

I value each class member's experiences and contributions and their unique voice and perspective. 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 landarch@uoregon.edu. For additional resources, you are also encouraged to contact the campus services on next page.

Academic Continuity

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments.



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>

Emergency Information

In Case of Emergency CALL 911. In case of non-emergency assistance: Call the UO Police Department at 541.346.2919

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