THE COURSE
This studio will address digital media, urban design, materials, park design, urban ecology, waste landscapes, industrial land reclamation. We will read and discuss the theory and literature behind these issues, and put our own ideas into practice with the design of a park at Gansevoort Peninsula in New York City.

The course will start with research into literature and issues, which will be presented during a symposium on Friday of week 2. During the first three weeks we will also be engaged in a project called Gansevoort Pier in Pentimento, which will give you an opportunity to map the site and trace its cultural history.

STUDIO
Landscape architectural design education is a process of interactive inquiry and discourse that focuses on the creation of meaningful and evocative landscape space. Chief among the factors affecting the process of design education are: a) the pursuit of this inquiry; and b) the engagement of discourse about the inquiry itself, the directives that emanate from this inquiry and that guide the manipulation of landform structures and plants to make space, and the qualities that are ascribed to the tangible product of the design process -- i.e. the qualities of the created space.

The primary mode through which this inquiry and discourse will be conducted in this course, and in all of your design courses throughout your professional education, is the design studio. In an environment where you will have your own personal workspace that is dedicated 24 hours a day- 7 days a week to your growth and development as a landscape architect, you will have immediate access to three important sources of knowledge, your classmates, your instructors and your teaching assistants. Their purpose is to help guide you through the critical inquiry that is at the heart of design. But they cannot perform their tasks in the absence of discourse.

Please respect the shared space in the studio. Keep it clean, uncluttered, accessible to all and comfortable. We have a relatively small group this term, so there will be plenty of room to spread out. I will need a desk/teaching area too.

You are required to use your personal computer in the studio.

STUDIO LIBRARY
I will help to create a library, which will include books I have checked out from the library as well as some of my own books. Please sign them out and use only in studio or Lawrence Hall. Your colleagues will also likely bring in resources. Please also sign these out and ONLY use in Lawrence Hall, preferably in studio.

We need a librarian to maintain and keep track of the library desk. Any volunteers?

Studio Blog
Our blog is gansevoortpier.blogspot.com
Use it to view course materials, post your own materials, share information and view eachother's work. You will each be signed up as a team member on the blog allowing you to post comments and information. You are welcome to direct friends and family to view the blog so they can see what you are up to. Please note: this is my first effort at using a blog in a course, and I expect some kinks. I will appreciate your feedback and kind patience as I learn how to best use it.

REQUIREMENTS/EXPECTATIONS
It is imperative that you:

a) attend every class for the entire class period; please don’t tell me your work is at home and you need to go there to work. Headphones are a beautiful thing.
b) to the extent practical within the parameters of your personal life, perform as much of your course work in the studio as possible.
c) offer and receive constructive criticism to and from your classmates; and
d) be receptive to criticism offered by your instructors and teaching assistants.

Critique
The pursuit of the inquiry and the offering and receiving of criticism involves a delicate balance
between taking ownership of and pride in your own thought processes and their products and being
able to incorporate critical commentary into the improvement of your inquiry. Critical commentary
will be a given throughout the entirety of your professional career. Part of your design education,
therefore, is oriented toward sharpening your own critical thinking capabilities and teaching you how
to accept and use criticism to refine and expand your ideas.

Critical commentary in the design studio will be offered in one of three venues: “over-the-board”
critique of work in progress by your classmates and instructors; informal “pin-ups” of ideas nearing
 crystallization; and formal presentation of completed works. Your instructors will also offer written
commentary on your completed project.

Work
A LOT is expected of you this term. I expect you to use the skills and education you have obtained
over the course of the last two years. I will not spoon feed assignments to you or liberally outline all
the details of what is entailed in particular assignments. I expect you to ask lots of questions, fill in the
blanks, take initiative and BE SMART. I expect you to give 100% to this course and invest smart time
and energy into your work. During the studio I expect you to research and pursue questions that
come up. Don’t know much about New York City? Watch movies, read articles, get the New York
Times, ask people who live there/have lived there.

Research is design
A good portion of your time and energy this term will be directed toward doing research and
recording that research in ways that you can integrate into your design or share with others. This is
an integral part of the design process. Whole firms are dedicated to research. We tend to think of
design as laying out forms: Are there problems with this? (obviously I think so). Why? How do you
think research is a part of the design process?

PERFORMANCE OBJECTIVES FOR STUDENTS

By the end of Fall quarter 2006, students in LA 489 will be able to:

1. Produce professional grade digital design documents
2. take initiative on asking and pursuing design related questions
3. converse intelligently about the design of “waste landscapes”
4. have intelligent discourse about the issues surrounding intensely urban recreational design
5. have intelligent discourse about the design competitions for the Highline and Fresh Kills
6. Give thoughtful Powerpoint presentations
7. understand and describe the dynamics and complexity of the evolution of landscape
8. access and spec materials used in urban park design

I expect you to demonstrate these skills and knowledge during your final review at the very least. I also
expect you to work hard to obtain or improve any shortcomings in your drawing and digital skills. Please take
the initiative on this and ask me to assist you, and I will gladly help you or direct you to a professional on campus who can help you (especially with some of the digital work).

**Grading Policy**

This course is graded on a P/NP basis. Students must complete all assignments on time to receive a passing grade. The final grade will also be based upon attendance, effort, attitude, and quality of work especially in relation to the above outlined performance objectives. 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 special circumstances warrant that mark. An "I" is an instructor-initiated mark -- do not assume that you can finish your work over the break.

Each student is required to attend an exit interview with the instructor. This will take place during week 10 after final reviews.

**Policy Statement on Academic Honesty**

All work submitted in this course must be your own and originally produced for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. While there will be times when students are encouraged to work together and assist one another, unless specifically assigned as a group project, each student is expected to complete their own work individually.

For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt as to the requirements or the nature of specific projects in this regard, please do not hesitate to contact me before you complete the project/activity in question.

**Information for Students with Disabilities**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with disabilities send a letter verifying your disability.

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