URBAN INSIGHT / ON SITE: DESIGN ON THE MARGINS

HEALTH, EQUITY, INCLUSION, MEANING AND RESILIENCE FOR VULNERABLE POPULATIONS IN SEATTLE AND BEYOND

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"We will never solve the problems of cities unless we like the urbaneness of urban life. Cities aren't villages; they aren't machines; they aren't works of art; and they aren't telecommunication stations. They are spaces for face-to-face contact of amazing variety and richness. They are spectacle--and what is wrong with that?"

~ Elizabeth Wilson, *The Sphinx in the City*

"Sometimes it's easy to walk by because we know we can't change someone's whole life in a single afternoon. But what we fail to realize it that simple kindness can go a long way toward encouraging someone who is stuck in a desolate place."

~Mike Yankoski, *Under the Overpass*

"You call this progress, because you have motor cars and telephones and flying machines and a thousand potions to make you smell better? And people sleeping on the streets?"

~Howard Zinn, *Marx in Soho: A Play on History*

Course description:

This class is introduces students to "***site design in the urban context***." It is the second of the first-year studio sequence and designed to further explore and refine the **foundational design skills and iterative processes** that are essential in landscape architecture. This quarter will build upon the skills acquired in fall quarter and introduce new skills and challenges to help address the complexities of *ecological and sociological design in the urban setting*.   It will also rely upon your work in your other courses to inform how you understand the city, environmental design and psychology, participatory process, inclusiveness and gentrification. As part of cultivating design communication and thinking skills, the course will stress the value of ***physical 3-D model making, diagramming, journal/rapid sketching, using film as a medium for analysis and communication*** and ***providing and responding to design critiques.***

Through the ***investigation and interrogation of the urban fabric*** and of the particular challenges of designing within complex and changing urban environments, students will examine the myriad human and material layers in urban environments--social, cultural, political, economic, transportation, ecological–and the layered array of forces and systems that influence physical space. The studio will use the framework of "home" as both a physical and cognitive experience as a point of disembarking on this journey to explore questions of what is a city, who belongs, and how we can influence the health and well-being of urban populations through design.

Learning objectives:

The overarching goal of this studio is to continue building your fundamental skills and thinking as designers, and to continue finding your own design voice, values and process. More specifically, this course is designed to help:

- Learn to take a critical stance on design approach
- Cultivate understanding and knowledge of the built urban environment and its systems – based on in-depth observation, analysis, and research
- Explore the relationship between urban ecological infrastructure and landscape architecture practice
- Develop and refine skills in visual communication and representation - graphic (2-D) + model-making (3-D) + multimedia
- Continue to develop skills in design collaboration–working as part of a design team comprised of diverse experience and interests, negotiating distinct abilities and developing a shared vision with team members
- Approach the design process representing diverse points of view–designers, clients, users, "the public"
- Continue to develop the ability to synthesize multiple design alternatives and ideas
- Practice the *iterative* process of design
- Understand the role of plants as part of the creative design process

Characteristics of class meetings:

This class will include **various types of activities and methods**: individual and teamwork, readings/discussion, research, observation, analysis/synthesis, field trips, lectures, workshops/charrettes, formal presentations, critique and written reflection. For the majority of class time, the atmosphere will be like a studio or workshop. Students are expected to collaborate with one another in assigned, or self-selected teams, as well as seek design feedback from instructors, classmates, guest lecturers, mentors and studio visitors. Students will be expected to use **journals as spaces of experimentation, documentation, self-expression and skill-building**. The quarter will begin with an initial **small-scale, client-based project** that will require research, analysis and synthesis skills to understand the needs of diverse and vulnerable populations work, as well as the ability to work quickly, and prepare a conceptual design package that responds to client needs. The second project will offer an immersion in the complexity of transportation/infrastructure design, homeless/vulnerable populations, urban ecological systems, design at different scales, immersion in the iterative process, exploration of design alternatives before developing a cohesive final design package and review.

Logistics:

Class will meet every M-W-F afternoon (1:30 – 5:20) of the quarter (except for holidays). Students are expected to **be present for all class** meetings. Should a circumstance arrive that prohibits a student from attending class, it is the responsibility of the student to inform all instructors verbally and by email (addresses above). The instructors may be reached via email (above) or via online office hours or by individual appointment. The materials necessary for this class are similar to materials used in previous studio classes. Materials will be discussed further in class.

course topics, assignments and projects:

This quarter will include an introduction to working with the four critical themes that are at the core of this Department:

> *Human and Environmental Health*
> *Culturally Based Place-Making*
> *Design for Ecological Literacy*
> *Ecological Infrastructure*

- **integrative approach:** Good design is about integrating a host of resources and sources of inspiration, as well as taking knowledge and transforming it to craft spatial sites in creative ways. It involves personal risk as you explore territory that maybe unfamiliar or feel less confident about. We support this exploration and believe understanding the process of design is equal to the quality of the products you might produce at this point in your studies. This studio takes an approach to design that recognizes the scholarship of integration and application.

- **planting design:** An emphasis on planting design has been incorporated into the studio. This plant module is intended to provide students a continuing introduction to plant taxonomy and planting design knowledge. Through readings, field trips, precedents, and exercises, students will focus on trees, shrubs and groundcovers that are native to the Pacific Northwest and ornamentals that are commonly used in urban environments for aesthetics, stormwater, heat island mitigation, habitat enhancement and restoration, food security, and improved air and water quality.

Expected student learning outcomes:

The class projects have been designed to expose the student to:

      a.   an approach to urban sites based on **systems thinking + modeling**
      b.   an appreciation of **creative,** ecological-based, urban design solutions
      c.   an awareness of the **human experience** of place
      d.   a recognition of human and environmental **health** influences and impacts for a site

Systems modeling in this context is not limited to infrastructure, but to learn how to think comprehensively about connections in general: landforms, infrastructure, social and ecological systems, both below grade, at grade, and above grade. (Potential systems include transportation infrastructure, storm-water, sanitation, power, water, public space, social services, waste management, view corridors, food, solar and wind patterns, etc.)

The ecological challenges of urban environments are crucial to understand and they provide critical issues that form the basis of design thinking. To be creative with these challenges in design - within the urban setting – is paramount. The emphasis will be to think 'outside of the box' and to build a better understanding of natural systems and processes based upon current and potential/future technologies and methods, which will be a main focus of your spring studio.

The awareness of the human experience of place involves knowledge of all urban dwellers – with varying levels of physical, mental, and emotional abilities. This class will think carefully about the various perceptions that people have to different types of spaces and the human connections to specific urban places.

As the Department website states: 'Human and environmental health and well-being are inextricably related. Our focus on environmental design and planning investigates, practices and values effective strategies for preserving and advancing the health and well being of humans and ecosystems at all scales - local, regional and global - within the long tradition of landscape architecture.'

2-D + 3-D **representation** and **communication (verbal+visual) skill** development: The tools used to represent designs are numerous and they help to explain our design thinking and process. As such, good graphic and modeling skills – hand rendered and/or computer assisted - are critical to your success as designers. This studio will provide opportunities for students to experiment and/or refine different graphic or modeling (representation) techniques. We will gain knowledge of how best to present data and information visually. A high-quality verbal presentation is imperative for reviews. This studio will assist students in refining written and verbal presentation skills.

Evaluation / assessment

Exercises

Exercise01_CityScape (i)	p/f	
Exercise02_Landing l Finding Home (i)	p/f	
Exercise03_Urban Systems Collage (i, t)	p/f	
Exercise04_Planting with a Purpose (i)	p/f	
Exercise05_Ideas by Example (i)	p/f	
SUBTOTAL		***10%***

Projects

Project01	Part 01 Site analysis, (t)	p/f	
	Part 02 Concept (d)	p/f	
	Part 03 Preliminary schematic (d)	p/f	
	Part 04 Refined schematic design l Mid-project (d)	p/f	
	Part 05 Final Design l FINAL PRESENTATION (d)	p/f	
	Reflection A (i)	p/f	
SUBTOTAL			***30%***

Project02	Part 01 Site analysis l hackathon (t)	p/f	
	Part 02 Concept l Context (i, t)	p/f	
	Part 03 Preliminary schematic l deep section (i, t)	p/f	
	Part 04 Refined Schematic Design l MIDTERM (i, t)	p/f	
	Red Line Reflection (i)	p/f	
	Part 05 Final Design l FINAL PRESENTATION (i, t)	p/f	
	Reflection B (i)	p/f	
SUBTOTAL			***40%***

Fieldtrip

Portland field trip + tour + journal exercise (i)

SUBTOTAL	***10%***

Engagement

Journal l Readings l Guest Lectures l Discussion l Participation (i)

SUBTOTAL	***10%***

+ Note: The 'p/f' = pass or fail. Students must pass all of these assignments for full credit.   The (i) = individual work; (d) = pairs; (t) = teams

Course Policies

Due to the immersive and participatory nature of studio learning, it is critical that you be present in class. If you are unable to attend class, it is your responsibility as a student to inform the instructor. If you miss more than three consecutive classes, a note from a doctor or medical professional will be required.

Listening to views other than your own with an open mind using direct communication will help to foster a respectful and creative environment. Working and working effectively with a variety of individuals with diverse experience, opinions and interests is essential in both academic and professional settings. Being conscious of listening, providing feedback, and at the same time, not monopolizing discussion and/or interrupting contributes to a productive learning and design atmosphere.

If you have a disability that requires accommodations, please let us know right away so you can succeed in this class and contact Disabled Student Services, 448 Schmitz, Box 355839 (206) 543-8924, uwdss@u.washington.edu.

Please properly cite all text and photographs used for homework and presentations in this class.

Late work is generally not accepted. Without a doctor's written excuse or prior approval from instructors, late work will not receive full credit, or no credit.

Resources

ACTIVISM, DEMOCRACY AND SOCIAL RESPONSIBILITY
Architecture for Humanity. _Design Like You Give Damn (2)_: _Building from the Ground Up_. London: Abrams. 2012.

*Hester, Randolph. _Design for ecological democracy_, 2006.

Sinclair, Cameron and Kate Stohr, Architecture for Humanity. _Design Like You Give Damn_: _Architectural Responses to Humanitarian Crisis_. London: Abrams. 2006.

SYSTEMS AND NATURAL PROCESSES
Beatly, Timothy. _Green Urbanism: Learning from European Cities_, see especially Chapters 7, 8, 9 and/or 10. Washington DC: Island Press. 2000.

*Berger, Alan. _Drosscape: Wasting Land in Urban America._ New York: Princeton Architectural Press. 2006. Print and online version.

* Hough, Michael. _Cities and Natural Processes: A Basis for Sustainability_. Chapter 1, Urban Ecology as a Basis for Shaping Cities. London and New York: Routledge, 2004.

Lister, Nina-Marie. "Uncertain parks: disturbed sites, citizens, and risk society" in Julie Czerniak and George Hargreaves, eds, _Large Parks._ New York: Princeton Architectural Press ; Cambridge, Mass. 2007.

Kirkwood, Niall. _Manufactured Sites: Rethinking the Post-Industrial Landscape._ London; New York: Spon Press. 2001.

MARGINALIZED AND VULNERABLE POPULATIONS
ASLA, LAMCAST The "Right to the City." April 21, 2016   https://landscapearchitecturemagazine.org/2016/04/21/lamcast-the-right-to-the-city/

*Allen, John S. _Home: How Habitat Made Us Human._ New York: Basic Books. 2015.

Balmori, Diana and Margaret Morton. _Transitory gardens, uprooted lives._ New Haven: Yale University Press. 1993.

Blanton, Becky. "The Year I Was Homeless." _TedTalks._ 2009. https://www.ted.com/talks/becky_blanton_the_year_i_was_homeless

*Bush, Erica. _Ballard Bridge Park: Preserving Place for Transient Populations in Gentrifying Urban Spaces,_ MLA Thesis, 2014.

*Design Resources for Homelessness http://designresourcesforhomelessness.org/

Harrison, Robert Pogue. "Homeless Gardens." In _Garden: Essays On the Human Condition_. Chicago: University of Chicago Press. 2008.

*Herring, Chris. "Tent City, America." _Places_, 2015. https://placesjournal.org/article/tent-city-america/

Higgins, Noelle. _City Hall Park: dignity, democracy, homelessness and design for an urban park_, Thesis (M. Landsc. Arch.), 2007.

*Hohlbein, Rex. "Just Say Hello." _Facing Homelessness._ http://www.facinghomelessness.org/community.html

Jacobs, Naomi. "The gardens of those called 'homeless.'" In Annette Giesecke, editor. _The good gardener?: nature, humanity and the garden._ London: Artifice Books on Architecture. 2015.

Mugrauer, Robert. "Homelessness and the human condition -- A homecoming: design on behalf of place." In _Interpretations on behalf of place: environmental displacements and alternative responses._ Albany NY: State University of New York Press. 1994.

Roschelle, Anne R. and Talmadge Wright. _"Gentrification and social exclusion: spatial policing and homeless activist responses in the San Francisco Bay area." In Malcolm Miles and Tim Hall._ Urban Futures: Critical Commentaries on Shaping the City. London; New York : Routledge.2003

Wodiczko, Kryzstof. _Power in Art 21: Art in the twenty-first century_ http://www.art21.org/videos/segment-krzysztof-wodiczko-in-power

HEALING AND THERAPEUTIC SPACES

Cooper Marcus, Clare. _House As a Mirror of Self: Exploring the Deeper Meaning of Home_. Berwick ME: Nicholas-Hays. 2006.

Frumkin, Howard, Richard Jackson and Andy Dannenberg. _Making Healthy Places: Designing and building for health, well-being, and sustainability, (Preface)._ Washington, DC: Island Press/Center for Resource Economics. 2011.

Sternberg, Esther. _Healing Spaces, The Science of Place and Well-Being._ Cambridge, Massachusetts: Belknap Press of Harvard University Press. 2011.

*Winterbottom, Daniel and Amy Wagenfeld. _Therapeutic Gardens: Design for Healing Spaces._ Portland OR: Timber Press. 2015.

URBANISM AND INFRASTRUCTURE

Cooper Marcus, Clare and Francis, Mark. _People places: Design guidelines for urban open space_. NY: Van Nostrand Reinhold. 1990.

Gehl, Jan. _Public Spaces, Public Life_. Copenhagen: Danish Architectural Press. 1996.

Halprin, Lawrence, _Cities_, Reinhold Publishing Corporation. New York, NY. 1963.

Hayes, Brian. _Infrastructure: A Field Guide to the Industrial Landscape._ Chapters on Food and Farming, Railroads, Waterworks and/or other. New York: W.W. Norton. 2005

Jacobs, Allan. _Great Streets_. Cambridge, MA: MIT Press.

Jacobs, Jane. _The Death and Life of Great American Cities_. Intro. New York: Vintage Books. 1992.

Melosi, Martin. _The sanitary city: urban infrastructure in America from colonial times to the present._ Baltimore MD: Johns Hopkins University Press. 2000.

*Montgomery, Charles. _Happy City: Transforming Our Lives Through Urban Design._ New York: Farrar, Straus, Giroux. 2013

Tidbal , Keith and Marianne Krasny. Greening in the Red Zone. _Disaster, Resilience and Community Greening._ Springer Netherlands: Dordrecht. 2014.

Whyte, William. _The Social Life of Small Urban Spaces_. Washington DC: Conservation Foundation. 1980.

SITE DESIGN, MATERIALS AND TECHNOLOGIES

Burns, G.J. and A. Kahn, eds. _Site matters: Design concepts, histories and strategies_. NY: Routledge. 2005.

Margolis, Liat, and Alexander Robinson. _Living Systems: Innovative Materials and Technologies for Landscape Architecture_. A Basel: Birkhäuser. 2007.

REPRESENTATION

Treib, Mark. _Representing Landscape_. New York NY: Taylor and Francis. 2008.

*Tufte, Edward. _The Visual Display of Quantitative Information_. Cheshire CT: Graphics Press LLC. 2001.

Journals

The following is a list of relevant journals for the field. Many of these include profiles of the latest cutting edge projects that leading design firms have created around the world. They are great sources for inspiration, even just to browse through a few issues and see new innovations in landscape architecture, how designs are presented and what kinds of projects are getting attention. Some, like _Landscape Journal_, focus more on theory and research than on profiling specific design projects, yet, these can be an important source of knowledge and understanding.

Anthos (Sweden)	_Garten und Landschaft_ (Germany)	_Process Architecture_ (Japan)
Archis (Netherlands)	_Land Forum_ (US)	_Praxis_ (US)
Architectural Design / AD (International)	_Landscab_ (Denmark)	_Topos_ (Europe)
Architectural Review (Britain)	_Landscape Architecture_ (US)	
Architecture (US)	_Landscape Design_ (Britain)	
Architecture + Urbanism (Japan)	_Landscape Journal_ (US)	
Children, Youth and Environments (US)	_Places_ (US)	