



Instructor: Ken Yocom
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Location: Gould Hall, Studio 312

Time: MWF 130 – 500pm

Google Drive: https://drive.google.com/open?id=oB7dcum_NTvWBUmVoZiBpT1NhemM

Canvas: <https://canvas.uw.edu/courses/1066856/pages/home-page>

INTRODUCTION

Located in the City of Bothell, the Wayne Golf Course is approximately 86 acres surrounding a half a mile of the Sammamish River shoreline. Aside from the golf course and its associated facilities, the property also contains an historic farmhouse and apple orchard, and is one of the last large undeveloped private properties in the Seattle Metropolitan area. As the owner prepares to sell the land, the City of Bothell and partners King County, OneBothell, and the conservation organization Forterra have teamed to seek options for conserving the property to improve the ecological conditions along the river and to serve the community as recreational open space for active and passive uses. In 2016, working collaboratively with public and private entities, the land was purchased by Forterra and will be held in lieu for the next three years while public funds are raised to publically purchase the land.

During this time, the partners initiated a public visioning process that included stakeholder groups and individuals from around the area to identify both the constraints and opportunities offered by the property. As a result, a detailed draft Vision Plan was produced that provides details for areas on the property that are best suited for habitat restoration and open space conservation, while further identifying locations of higher intensity recreation. Working in conjunction with fundraising opportunities, the next phase of the project is to further develop site analysis and program refinement in the production of a series of master plan scenarios to be further vetted by community input.

This studio aims to assist the partners in this project by further refining understanding and developing and advancing design uses and visions for the property. From a broader pedagogical (teaching/learning) perspective, the class seeks to understand our shifting cultural understanding of recreation and conservation in the 21st century.

LEARNING OBJECTIVES

The primary purpose of this course is to build upon accumulated information and further develop your personal design process within the program.

The objectives of the course are to:

- Discover new ways to “see” and to gain a new vocabulary for understanding a neighborhood
- Further develop individual conceptual thinking skills
- Share and improve design skills and knowledge through group and individual efforts
- Use varied research and analytic approaches to understand key issues and inform community and site potential
- Develop alternative designs across urban scales and refine design potentials at site and prototype scales
- Experiment with engaging, effective ways to communicate conceptually and spatially
- Develop compelling visual, written, digital, and verbal presentations of findings and proposals for peers, organizations, and the community

PROCESS

We will meet formally on Monday and Wednesday afternoons; Friday afternoons are working sessions, particularly for small groups to meet and advance their research and concepts. We will also conduct several site visits on Friday. The quarter is organized into a series of five thematic parts, with activities and outcomes summarized here:

WARMUP (weeks 1-2)

The summer has been long and the mind has wandered... we will spend the initial weeks of this quarter to warm up our well developed, but underutilized skills that we learned last year. In this, we will work through a series of design exercises structured to engage your creative thinking and reinvigorate your capacity for design development. These projects are to be focused on the process of design with less attention paid to the actual outcome, though good, thoughtful, and well-represented work is always expected.

1. LANDING - immersion / issues and opportunities (weeks 3-4)

“Landing is the first act of site acknowledgement, and it marks the beginning of the odyssey of the project. Landing usually invokes displacement and change of speed (as in arrival), but it also conveys the idea of touching ground and reaching for the confines of an unknown world. It describes the specific moment when a designer still does not know anything about a place and yet is prepared to embark on a lengthy process of discovery. Landing, therefore invokes the passage from the unknown to the known, from the vastness of the outside world to the more exact boundaries of a specific project.”

Objective: To gain knowledge of issues and opportunities in the community planning and development context. We’ll examine varied aspects of the City of Bothell and area surrounding the Wayne golf course, including past, present and planned future physical patterns of land use, transportation, and ecological systems, built form, as well as demographic, cultural, institutional considerations and visual and experiential qualities of the community.

Outcomes will include:

- analysis of the neighborhood, using GIS data, archives, publications, and field study represented in maps, images, and text
- photo montage of neighborhood and issues

2. GROUNDING - design principles and precedents (week 5)

Grounding is... *“about reading and understanding a site through repeated visits and studies. The site contains both a residue and a promise; its surrounding context, its soil, climate, water, ecology, and history are unique and special. Thus, grounding has less to do with the individual imagination than with careful research and analysis.*

Grounding is a process implying successive layers, both visible and invisible. Sometimes the most important aspect of a given site is almost intangible. It is not necessarily what remains visible to the eye that matters most, but those forces and events that undergird the evolution of a place.”

Objective: To inform our design approaches, we'll explore and recent and emerging theory on urban design, recreation, and conservation practices to identify principles, precedents and/or design prototypes that can be used in association with the Wayne golf course.

Outcomes will include:

- site analysis and program refinement
- opportunity-based precedent study evaluation and presentation
- a three-dimensional site model

3. FINDING – developing conceptual design alternatives (week 6)

“Finding is the alchemical component in the design process; it may be permanent or impermanent, the result of a fleeting vision or some resounding echo. Finding usually discloses the evidence to support one’s initial intuitions about a place.”

Objective: To develop alternative conceptual designs for the recreational development and habitat conservation of the Wayne golf course, noting the strategy of rationale, program and potential catalysts for each as well as connections. Based on analysis findings, group research, and insights from the community, we will identify key opportunities to focus design efforts. Small groups will develop conceptual designs, illustrating its strategy and connections. Development scale and qualities will draw from principles and precedent posters and local examples.

Outcomes will include:

- concept alternatives represented in plan and three-dimensionally, showing the property and connections to surroundings and larger systems
- initial design studies of sites or prototypes, represented three-dimensionally
- text “briefs” describing concept alternatives and strategies

4. FOUNDING – schematic design & prototype development (weeks 7-8)

“[T]he act of founding is... a reaction to something that was already there. The solution can be as ephemeral as a stage set, or it can take place gradually over an extended

period of time... [A] well founded project remains clear in its approach and resolution, extending the legacy of a place toward a productive future.”

Objective: To refine preferred concept design as framework and develop and refine schematic site or prototype designs with site scale landscape and built features. Small groups incorporate feedback from conceptual design review for a preferred concept to use as a framework for site and/or prototype design. Individuals develop schematic designs for selected sites or prototypical conditions.

Design will focus on recreational, ecological and aesthetic design of the site environment, adjacent properties, and larger scale landscape features and systems. Following a progress pin-up of schematic design, we'll focus on refining the designs.

Outcomes from this phase will be more developed later, but include:

- images and models representing site and/or prototype design
- images connecting this design to its larger context and the group concept design
- text “briefs” describing design features

5. SYNTHESIS – schematic design & prototype refinement (weeks 9-11)

The last phase will focus on graphic communication of studio findings and designs, producing finished boards, models, text briefs, and a studio-wide PowerPoint presentation for end-of-quarter presentation. All students must submit digital versions of their work. These materials will be incorporated into a studio report and/or website.

COURSE GRADING

Your primary studio focus should be on the development of your skills in design research, analysis, creative expression, and form-making in the context of this project and through effective group collaboration and learning with peers. Since there will be a high level of collaboration within the studio, it is important that you participate during scheduled studio times, including Fridays when groups meet. If you have questions or conflicts, please contact me. If questions come up outside studio sessions, please contact me in person, by email and/or sign up for office hours.

You will be given a numerical grade based on this department's policy for grades. Your grade will be determined by your performance in studio, group, and individual efforts noted below. While physical outcomes of your design process are used as a means to assess your learning, your active involvement and communication in studio sessions address essential skills for professional success and are included below. You will receive a mid-term grade to review your progress.

The course grade will be weighted by:

[A1] warm up – innovation	15%
[A2] landing	10%
[A3a] grounding #1	10%
[A3b] grounding #2	15%
[A4] finding	15%
[A5] founding / synthesis	25%
participation and communication in studio sessions	10%

As a part of this class, you are required to digitally submit documentation of your drawings, graphic work, and text produced for pin-ups and presentations throughout the quarter.

RESOURCES

Below is a list of resources that have been identified that will assist in framing the studio, but also in providing you a foundation of understanding for the topic of the studio. This list is by no means comprehensive, and we will continue to build on it as we research and identify new sources of information. All items on this list are available on the course Google Drive folder, and available through Canvas.

Alboit, Lia D. (2013) *Fairway to greenway: Transformation from golf course to a sustainable community in the Seine River corridor*. Thesis (Department of Landscape Architecture, University of Manitoba – Winnipeg)

Allen, Nathan (2016) *Mowing to Growing: Transforming a municipal golf course to urban agricultural in Baltimore City*. Thesis ((Department of Landscape Architecture, University of Maryland – College Park)

Conant, Blake, J. (2009) *Bankrupt Golf Courses: An historical analysis and strategies for repurposing*. Thesis (Department of Landscape Architecture, University of Georgia – Athens)

Cranz, Galen and Michael Boland (2003) Defining the Sustainable Park: A Fifth Model for Urban Parks. *Landscape Journal* 23:02, 102-120

Giroto, Christopher (1999) Four Trace Concepts in Landscape Architecture, in Corner, James (ed) *Recovering Landscape: Essays in Contemporary Landscape Architecture* (Princeton Architectural Press: New York, NY) pp. 59-67

Yoder, Nicholas W. (2015) *Changing Course: Repurposing golf landscapes for wildlife habitat and recreation*. Thesis (Department of Landscape Architecture, University of Maryland – College Park)

SCHEDULE (ALL schedules change. This one most certainly will.)

Week	Monday	Wednesday	Friday
1 Warm Up		10/28 Introduction Course overview Warm up assignment	10/30 Warm Up Studio work time / crits
2 Landing	10/03 Warm Up PRESENTATIONS Pin up session	10/05 Landing Presentation: Jim Brennan Small group organization	10/07 Landing Site visit #1
3 Landing	10/10 Landing Studio work time / crits	10/12 Landing Site visit #2	10/14 Landing PRESENTATIONS Pin up session
4 Grounding	10/17 Grounding Small group organization Site analysis research Studio work time / crits	10/19 Grounding Desk crits Site analysis research Studio work time / crits	10/21 Grounding PRESENTATIONS #1 Pin up session
5 Grounding	10/24 Grounding Site analysis research Model building Studio work time / crits	10/26 Grounding (Ken Out) Site analysis research Model building Studio work time / crits	10/28 Grounding (Ken Out) Site analysis research Model building Studio work time / crits
6 Finding	10/31 Grounding PRESENTATIONS #2 Pin Up Session	11/02 Finding Precedent Study Concept development Studio work time / crits	11/04 Finding Precedent Study Concept development Studio work time / crits
7 Finding	11/07 Finding Precedent Study Concept development Studio work time / crits	11/09 Finding PRESENTATIONS Stakeholder Presentation Studio work time / crits	11/11 VETEREN'S DAY (No Class)
8 Founding	11/14 Founding Schematic development Studio work time Studio work time / crits	11/16 Founding Schematic development Studio work time Studio work time / crits	11/18 Founding Small group pin up sessions Studio work time
9 Founding	11/21 Founding Schematic development Studio work time / crits	11/23 Founding PRESENTATIONS Pin Up Session	11/25 THANKSGIVING (No Class)
10 Synthesis	11/28 Synthesis Design Studio work time / crits	11/30 Synthesis Design Studio work time / crits	12/02 Synthesis Design Studio work time / crits
11 Synthesis	12/05 Synthesis Design Presentation production Studio work time / crits	12/07 FINAL PRESENTATION –(Details TBA)	12/09 Studio wrap up

