

Landscape Architecture 4/594, Fall 2018
Robert Ribe and Instructor To Be Determined

Possible projects for this studio include:

- Solar power and new development in the Columbia River Gorge National Scenic Area;
- Evaluation and design of alternative new urban reserves around Eugene;
- Evaluation and design of alternative new urban reserves around Bend;
- Urban redevelopment planning and urban design in Tigard;
- Multimodal and autonomous vehicle street planning in Milwaukie;
- Multimodal and autonomous vehicle street planning in Tualatin.

Learning Objectives for this studio will include:

- Students grapple with complexity beyond “the site” and beyond form and spatial composition by dealing with compound complexities across scales of time, space, values, cultures, aesthetics, science, politics and economics.
- A major aim of the class is to teach students how appropriate goal fulfillments and priorities in a place are contextualized and nested within a set of legal choices, cultural norms, and histories at larger scales.
- An emphasis is intensive and systematic analysis of larger landscape areas or sociopolitical-cultural contexts across space and time, entailing conceptual mapping and/or natural resource systems and land use pattern analysis.
- Students learn about factors that influence change in larger landscapes due to property rights, comprehensive planning, zoning, landowners’ finances, land use politics, public participation, multi-cultural relations, etc.
- Students may be challenged to understand the spatial interaction of different ecological, climatic, hydrological and physiographic processes as they interact with social, political and economic processes.
- In accord with all the above, the studio aims to force students to understand and assess value conflicts and trade-offs across constituencies, spatial scales, time and between human and ecological processes.
- Students are asked to conceptualize complex problems in solvable ways: to articulate many goals, formulate problem analysis methods using available data, execute those methods, produce decisions and communicate all these steps in an evidence-based and systematic argument.
- Students are exposed to the pursuit of theories and ideas or themes that can unify the conceptualization and realization of landscape forms and intentions across large landscape areas and as they play down to smaller scales.
- Students are expected to rapidly develop and articulate small-scale design ideas as a response to the larger-scale complex of decisions and political and natural constraints that determine and contextualize these designs.
- The kinds of skills and professional capacities the studio aims to teach are:
 - * to understand, apply & modify land use codes or regulations, or design standards or guidelines;
 - * to formulate and execute a suitability or spatial decision analysis using GIS and mapping tools;
 - * to formulate and execute a landscape ecological & spatial decision analysis or plan;
 - * to formulate & execute urban design analyses using spatial & conceptual mapping techniques;
 - * to employ future visioning computer modeling tools and/or visualization techniques;
 - * to design & perform an impact analysis, policy analysis and/or a public participation process;
 - * to design and execute research to support decision making, such as financial or ecological analyses;
 - * to formulate an effective visual and oral presentation of complex problems, analyses and solutions.