

Landscape and Architecture

Place, Space, Movement, Time, Change, Site, Concept

Speculative Experiments in Change

16:550:535: Third Semester Graduate Core Studio

Tues: 12:35-5:15 & Thursday 2:15-5:15

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STUDIO DESCRIPTION:

This third-semester core graduate studio explores the relationship of landscape - greenways, parks, lawns, and gardens - to architecture – institutional, commercial and residential buildings. It examines this relationship at two distinct scales of operation: the socially interactive neighborhood and the intimate space of the dwellings. Issues of community as well as public versus private are also examined.

Within this framework, the goal is to understand design as a territorial “place” composed of shared time, memory and social, political, and economic interactions, and as a constructed “space” composed of streets, blocks, buildings, pathways, water, woodlands, meadows, parks, gardens, pipes and wires.

Studio exercises teach students how to transform their analysis of site context into a personal attitude toward design. As such, the students are required to complete a rigorous diagrammatic examination of the site that illustrates the formal relationships among objects as well as movement, time and change. Students are likewise expected to develop a design brief, which they will then actively engage through a speculative design proposal that incorporates formal relationships, temporal phenomena, and social interactions.

In summary, this studio presents design as a particular way of seeing and acting that is inextricably bound to physical form, historical culture and personal experience. By so doing, the studio seeks to illustrate that at its best, design can critically engage, experimentally explore, actively shape and physically amplify our experience of the landscape and our place within it. Each year a different site is selected as the terrain of this exploration.

STUDIO LEARNING OBJECTIVES:

Students will learn how to read and diagram existing site conditions.

Students will learn how to develop a design brief.

Students will learn to visualize their design concepts through the speculative exploration of space, time, form, pattern, movement, and program.

Students will learn the relationship between data collection, critical thinking, design and representation.

Students will explore design as an inclusive process that encompasses diverse groups of people with different, and often conflicting needs and interests.

PROJECTS & SCHEDULE:

Project 1: Diagrammatic Analysis of the Old Queens Landscape, Rutgers University

- Week 1: Introduction and Site Visit
- Week 2-5: A Diagrammatic Analysis of Existing Conditions, and A Speculative Diagram of Change
- Week 6: Presentation to Rutgers University Architect and Staff

Project 2: Restructuring Starkey Apartments Landscape

- Week 7: Introduction and Site Visit
- Weeks 8-16: Diagrammatic Analysis, Project Brief, Speculative Design Exploration
- Finals Week: Presentation and Project Archiving

The course schedule is subject to change. Changes will be announced in studio, but it also your responsibility to stay informed!

DEPARTMENT STUDIO POLICIES & PROCEDURES:

Grading:

Final course grades will be given as letters: A, B+, B, C+, and C. Anything lower than these grades indicates a lack of understanding and performance, and failure of the class.

A: Outstanding: This grade not only means fulfilling requirements, but impressing and going beyond the initial expectations of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, a strong ability to present these ideas in an organized and analytical manner, and a willingness to share information and work openly with the group.

B: Very good: The student has demonstrated a solid grasp of the material with an ability to organize and examine the material in an organized, critical, and constructive manner. The projects and in-class performance reveal a solid understanding of the issues and related theories or literature.

C: Acceptable: The student has shown a moderate ability to grasp concepts and theories for the class, producing work that, while basically adequate, is not in any way exceptional. The student displays a basic familiarity with the relevant literature and techniques.

D: Unacceptable: The work demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively. Students cannot graduate from the Masters in Landscape Architecture program with a D in required 550 classes.

F: Failure: The student has demonstrated a lack of understanding or familiarity with course concepts and materials. The student's performance has been inadequate. Failure is often the result of limited effort and poor attendance that may indicate that the student is not in the proper field of study.

When an assignment or project is given a number out of 100 it corresponds to these letter grades:

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| A | 90 and above | C | 70 to 74 |
| B+ | 85 to 89 | D | 60 to 69 |
| B | 80 to 84 | F | 59 or less |
| C+ | 75 to 79 | | |

If any personal circumstances inhibit your ability to fulfill the requirements of this course, immediately contact the instructor. Any student with a special need, circumstance, or disability, should make an appointment to see the instructor during the first week of classes.

Violations of the University Integrity Policy:

Plagiarism: Plagiarism is the representation of the words or ideas of another as one's own in any academic work. Please refer to the complete Integrity Policy at: <http://academicintegrity.rutgers.edu/integrity.shtml>.

Project Resources and Reference Material:

This project will involve the collection and analysis of information from a variety of sources. All of this information will be stored in the studio course folder in appropriately labeled folders.

Graphic Conventions/Document Sharing/Archiving:

In line with professional protocols, students will share all base plan information. This requires the development of an electronic naming convention for shared files that all students will be expected to follow. One team will create and manage the base plan(s) and naming protocols. Similar procedures will apply to the development of the class timeline to ensure a graphically consistent final product. Each student is responsible for the documentation and archiving of his or her work on the class server. This includes all research material, site photographs, site plans, sections and diagrams, as well as photographic documentation of trace studies and study models.