Course Description

During the next decade the remaking of Grand Avenue will be one of the most significant projects in Los Angeles. The stated goals of the project are to expand and revitalize the northern edge of downtown, an area of great civic and cultural importance. The project will have three primary components: 1) the creation of a 16-acre civic park, 2) the transformation of the streetscape of Grand Avenue, and 3) the development of available land parcels at the top of Bunker Hill.

This studio will focus on the 16-acre park portion. After evaluating what is currently being proposed by the steering committee, and carefully analyzing the unique social and physical aspects of the site, each student will design an alternative strategy for the park. The studio will participate with USC’s Norman Lear Center, which has sent out a call for alternative proposals (in collaboration with the LA Times.) All final student projects will be submitted to the Grand Avenue Intervention website. Their deadline for submissions is midnight, December 9th 2005. The best submissions will be posted on their website, and may also be published in the Los Angeles Times. This is a great opportunity to participate in the dialog about what should be done in this area, and (if you produce great work) to have your project exhibited to a large audience.

Site: The 16-acre park will run from City Hall to the top of Bunker Hill. Your design can focus on the entire park, or a portion of it, but it is restricted to the park’s current footprint.

Program: You will determine the exact program for the park, as it will respond to local needs uncovered during the research phase of the studio. All student projects will propose an overall site strategy for the park, and will also produce designs for multiple structures to be located in different areas of the park. Each structure will be tailored to meet specific activities and events.

The structures may serve as gathering spaces, navigational marks, information kiosks, and/or civic destinations within the park. They will need to address problems of access, landscape, navigation, sequence and identity. There will be multiple sites and configurations for these structures, but each occurrence will be no larger than 500 SF.
Projects:
There are six short projects embedded in the studio and lecture course. The first and last (the competition submission) projects will satisfy the requirements of the lecture portion. The research presented at midterm and the final design project will form the basis for the studio grade.

Project 1: Case Studies
The first assignment will need to be done very fast, and will be done in-group. Each group (3-4 per group) will collect, analyze and present information on two case studies (one from each category.) This research and analysis project will familiarize the students with interesting examples of historical and contemporary park projects. The case studies will be presented in class and will be submitted in printed and digital form. Each group will choose one park from each category. The information will be formatted on four 11x17 per project (Landscape format ONLY), and will contain the following information:

- Title, author, date, size, location, budget/cost
- 1-2 paragraphs ORIGINAL narrative about the project
- Photographs, site plans & site sections
- 1-2 facts about your case studies in EACH of the following categories: Social, Technological, Economic, Environmental and Political. Each Fact should have a graphic description and a short sentence. These should be interesting and unexpected pieces of information about the project.

Historical Examples:
1. Central Park, Frederick Law Olmstead
6. Bryant Park, NY City. Lusby Simpson

Contemporary Examples:
1. Tree City, Downsview Park International Design Competition, Toronto, Canada. Rem Koolhaas & Bruce Mau winning entry.
2. Schiphol Amsterdam Airport Landscape. West 8
4. Fresh Kills Landscape, Staten Island. Field Operations
5. Landscape Park Duisburg-Nord, Ruhr. Peter Latz

Other interesting land designers that you may find useful looking up: Peter Latz, Richard Haag, Julie Bargman, West 8, George Hargreaves, Martha Schwartz, Peter Walker, James Corner, Ken Smith, Tom Leader, Stig L. Anderson, Desvigne & Dalnoky, Andre Chemetoff, and MVVA.

I will present the Parc de la Villette Competition entries by Bernard Tschumi and Rem Koolhaas in class.
Project 2: Site Analysis
Drawings and photographic documentation of the site. Students can work individually or in groups. You will focus on describing the existing physical aspects of the site such as: boundaries, topography, infrastructure, buildings, and circulation routes. Most of the drawings and photographs are to be original (not downloaded or Xeroxed.)

Project 3: Model (Group 1) and Physical Qualities Book (Group 2)
Class will take the information uncovered in Project 2 and work in two groups. The first group will build a scale site model (materials & scale to be determined by group), the second group will edit a book containing the collected materials (book will be created in InDesign.)

Project 4: STEEP - Social, Technological, Environmental, Economic, and Political Research
Students will work in groups of 3 to 4 students collecting, analyzing and presenting data about ONE of the following user / building types.

1. Tourists / Cultural Institutions
2. Government Workers / Civic buildings
3. Full-time Residents / housing
4. Merchants / Retail Buildings
5. Nomads (homeless & film industry) / Parking Lots

Project 5: Site Strategies
Students will continue to work in groups to develop an overall site strategy for the park. Required drawings will include a site plan, site model, exploded axonometric, and other illustrative images.

Project 6: Pavilions
The pavilions may be any type of programmed structures that make sense within your groups park strategy. You will surmise the program for your structures from your research and site observations. You may work individually on the design of the structures, however you will have to stay connected to your Site Strategy group to ensure that the structures fit in to the groups park strategy and that you have a unique site location (you can not put more than one structure on the same spot.) What formal exploration you pursue will be up to you. You do not have to match stylistically with the rest of your group.

There are a few additional rules that you must comply with:

1) You must have at least three variations of the structure sited in different parts of the park. Think about various ways for the structures to engage the site (for example one could be parasitic, one could serve as a connector between different elevations, and one could sit in the middle of a field.)

2) Each structure should be smaller than 500SF

3) You must have a clear material and/or formal agenda. For example use of recycled materials, or fabrication using digital manufacturing techniques.
**Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tu 27 Sept</td>
<td>Project 1: Case studies due (Pin-up)</td>
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<td>Handout project 2: Site Analysis</td>
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<td>Th 29 Sept</td>
<td>Project Presentation by Johanna Blakley, Assistant Director of The Norman Lear Center, Annenberg School for Communication, USC. ASC Room 236 (meet in lobby)</td>
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<tr>
<td>Tu 4 Oct</td>
<td>Project 2: Site Analysis due (Pin-up)</td>
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<tr>
<td>Th 6 Oct</td>
<td>Graphic Design Class: Illustrator /PhotoShop /InDesign</td>
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<tr>
<td>Sat 8 Oct</td>
<td>2005 Grand Avenue Festival 11am -5pm</td>
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<td><a href="http://www.musiccenter.org/grandavefest.html">http://www.musiccenter.org/grandavefest.html</a></td>
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<tr>
<td>Tu 11 Oct</td>
<td>Project 3: Physical Model (Group 1) and Physical Qualities Book (Group 2) due</td>
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<td>Handout Project 4: STEEP</td>
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<td>Th 13 Oct</td>
<td>Project 4: STEEP Class</td>
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<td>Tu 18 Oct</td>
<td>Project 4: STEEP due (Pin-up)</td>
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<td>Handout Project 5: Site Strategies</td>
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<td>Th 20 Oct</td>
<td>Project 5: Site Strategies working session</td>
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<td>Tu 25 Oct</td>
<td>Project 4 &amp; 5: Midterm Preparations</td>
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<td><strong>Th 27 Oct</strong></td>
<td><strong>Midterm Presentations</strong></td>
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<td>Handout Project 6: Pavilions</td>
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<td>Tu 1 Nov</td>
<td>First Draft Project 6: Pavilions (Pin-up)</td>
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<td>Th 3 Nov</td>
<td>Formal Issues: Rhino Tutorial</td>
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<td>Tu 8 Nov</td>
<td>Project 6: Pavilions due (Pin-up)</td>
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<td>Th 10 Nov</td>
<td>Reevaluation of Site Strategy &amp; Pavilions</td>
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<td>Tu 15 Nov</td>
<td>Remake of Project 5 &amp; 6: Site Strategy &amp; Pavilions</td>
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<td>Th 17 Nov</td>
<td>Bringing it all together</td>
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<td>Tu 22 Nov</td>
<td>Dress Rehearsal: Presentation Strategy</td>
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<td>Th 24 Nov</td>
<td>Thanksgiving</td>
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<td>Tu 29 Nov</td>
<td>Production</td>
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<td><strong>Th 1 Dec</strong></td>
<td><strong>Final Presentations</strong></td>
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<tr>
<td>Tu 6 Dec</td>
<td>Digital presentation &amp; books due</td>
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<tr>
<td>Th 8 Dec</td>
<td>Submit to Grand Avenue Intervention</td>
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<td>Submissions are due by midnight, December 9</td>
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**Recommended Readings**

1. Praxis Issue 4, Landscapes
2. Case: Downsview Park Toronto, Julia Czerniak (Editor). Prefel Publishing (March 1, 2002)

Other readings will be distributed via email, or posted on Blackboard.

**Online Information & Image Sources**

**Project:**
- http://www.grandavenuecommittee.org
- http://www.grandintervention.org
- http://bunkerhillpark.blogspot.com

**Historical Photography:**
- http://memory.loc.gov/ammem
- http://digarc.usc.edu:8089/cispubsearch
- http://www.sah.org
- http://www.usc.edu/isd/archives/la

**Photo Banks:**
- http://creative.gettyimages.com

**Maps:**
- http://earth.google.com
- http://navigatela.lacity.org/index.cfm
- http://zimas.lacity.org

**Local News & Information**
- http://www.downtownnews.com
- http://www.downtownla.com
- http://losangeles.somaweb.org
- http://www.lacity.org/council/cd9
**Attendance**
All students are required to attend all classes and site visits for the FULL class period. Site visits and meetings away from Cal Poly are required. Any student with more than two unexplained absences may be failed or asked to withdraw from the class. Assignments must be completed on time and presented in class reviews.

**Course Work And Grading**
Students enrolled in the design studio must enroll in the same section lecture course and fulfill all requirements thereof. Studio participants will work in groups and individually doing research on downtown LA and proposing design strategies for the Grand Avenue Park within the confines of the current proposal.

There will be no specific software required for the studio, but the work will all be digitally based. You are encouraged to use a variety of digital media including digital filming & editing software, the whole range of Adobe products, Rhino (my preference) or any other 3d modeling package.

1) Class participation and attendance: 10%
2) Case-study presentation: 10%
3) Mid-term design grade: 20%
4) Final design execution and juried presentation: 40%
5) Submission to Grand Intervention: 20%

**Academic Integrity**
As stated in the Cal Poly Catalog, all forms of academic dishonesty at Cal Poly are a violation of University policy and will be considered a serious offense. Academic dishonesty includes, but is not limited to plagiarism, cheating during examinations, use of unauthorized study aids, falsifying any university document. Any form of academic dishonesty in this course could result in a failing grade for the assignment related to the instance or in a failing grade for the class.

**Class Room Policy**
- Students will be hold responsible on the appropriate use of studio space, furniture and equipment.
- Students are responsible in cleaning up their studio space at the end of this quarter.
- Students are responsible for transportation to and from field trip destinations.
- Students should bring their own personal computer to the studio, though the security of such item will be the sole responsibility of each student (their owner).
- Refer to pg. 49, 97-99 University Catalog for policy on plagiarism and copyrights of licensed software.