

Spring 2016 Options Studios
DsnS 546 :: Interdisciplinary Design Studio

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SEMESTER PROJECT: LAS VEGAS FOOD HUB

We will conduct research, analysis, planning, and design to create a study for a food hub. The cumulative work of the studio will demonstrate best practices for siting, programming and designing a Food Hub in downtown Las Vegas.

During this semester, students will explore a project in Las Vegas, Nevada. Since Mayor Oscar Goodman turned his energies to establishing a focus of upon downtown, the City of Las Vegas has invested resources in the rebirth of this area. Since the turn of the 21st century, public and private investment throughout downtown increased. The downtown is still uneven, and in many ways still a blank canvas. In the context of the United States, Las Vegas is the newest city of its size - a mid-sized American City. Yet, no other city of its size has the capacity to be rewritten and changed as much as Las Vegas does. The downtown is a bellwether for this change.

There are still substantial issues the city must continue to address. The education system, medical system and rate of homelessness can all be improved. Additionally, there are serious structural issues for the Las Vegas food system. Cost increases in food due to issues with water scarcity, natural gas, or transportation fuel prices could have widespread impacts on the metro residents. Ninety percent of the food consumed in Las Vegas is imported from over a few hours away from the metropolitan area. Cost increases also have the potential to disproportionately affect those with lower incomes.

Food is an important element of the resort economy. The world's most successful and well-known chefs have restaurants in the resorts in the Valley. High quality food is essential for delivering the best meals to the patrons of the resorts. Organic, locally grown food from best practices gives quality ingredients for the best meals chefs can offer.

In addition to issues of food system resilience and food quality, leading private, government and non-profit sector groups seek to diversify the economy of the relatively young metropolitan area of

Las Vegas. How can the next phase of growth create a more robust economy? Increasingly, economic forecasts show an increase of economic activity from food production in the Las Vegas Valley.

In this studio, we will work on a study focused upon research, and planning and design scenarios to demonstrate knowledge acquisition, transfer and implementation. Our goal in response to stakeholder need will be to propose a road map and show how to create a sustainable and resilient local food system for the residents of the Las Vegas Valley. Our focus of our study will be a Food Hub, looking at how one in the downtown area will help increase the capacity of production, distribution and consumption of local, fresh, organic food. We will explore:

What are food system issues nationwide, and in the Las Vegas Valley?

What is a food hub, and what form should it have in Las Vegas?

What are best practices in urban agriculture, and what is viable as methods in Southern Nevada?

What are likely areas for growth, and what crops are viable? How do these meet the needs in the Valley?

What urban practices will work in Southern Nevada from an economic standpoint? How would these practices impact the economy in Southern Nevada? Will it diversity the economy significantly? How might investment occur? (in phases?)

What is the capacity of a Food Hub to catalyze and sustain a local food system?

Most importantly, how can a growing urban agricultural system link to communities to become a sustained part of local food culture?



Retail-Scapes: A Multidisciplinary Design Approach for Retail Destinations

Instructors:	Lisa Bates and Tom Nepl
Other contributors:	College of Design Faculty Other professional experts in the retail industry, planning and design fields
Credits:	6 credits
Open for students:	All Graduate or Senior undergraduates
Course fee:	\$500 - \$700

Course Description

Iowa's rural communities are actively seeking new ways to improve their communities and create rural destinations. Designers and Planners are uniquely qualified to assist communities with this effort; they possess the knowledge, skills and experience to negotiate complex community issues across scales and disciplines. By engaging with residents, business owners and community leaders, Designers and Planners bring together a diverse group of people to envision future potential of their community's built, natural, cultural, human, social, political and financial capitals. The Retail-Scapes course fosters an opportunity for Iowa State University students to engage with Iowa's rural communities to create healthy sustainable community and economic development.

Students in this multidisciplinary studio will begin their work with communities in Iowa by developing a unique destination identity for the communities and region. The studio allows students to engage in a real-world collaborative experience where students, faculty, community stakeholders, and design professionals explore design proposals and solutions to achieve the destination identity concept. Students will address one or more of the qualities that influence a community's destination environment, including: regional identity; destination retail experiences; agro-tourism, community retail brand identity; walkability and connections within the community; connections between communities; public spaces; streetscape; retail interiors; retail exteriors and storefronts, and; retailer to retailer connections.

Throughout the semester, students will engage with community partners during site visits, discussions, and in-process presentations. Students will be actively involved with the programming, concept development and design development of their community visions. Mid-semester, students and faculty will visit communities in the Pacific Northwest to study destination retail environments. By the end of the semester, students will have created valuable resources for community partners including written summary reports, destination identities, illustrative renderings of proposed design solutions, as well as tools and template resources.

Learning Objectives

By the end of this course, students will:

- Apply community engagement with diverse stakeholders and disciplines.
- Have utilized design to help solve complex social and economic issues.
- Have developed an understanding of the needs of Iowa communities.
- Work collaboratively with students, faculty and professionals in disciplines other than their own.
- Gain a deeper understanding of the strengths of design and the impacts of design on community and economic development – especially as related to destination retail and community design.

Projects

The range of project opportunities includes:

- Programming: Students will develop the program for their proposed design project(s).
- Community and Regional Reports of Existing Conditions
- Regional and Community Identity: development of a destination identity
- Student Destination Design Projects: students, with faculty guidance, will select and

develop an individual or team project, with a destination focused site, to realize the regional identity

- Comprehensive Final Report: to include community reports, regional information, community data, and individual design projects

Schedule

Week 1: Introduction to Studio Topics

Week 2: Analysis of Studio Topics and Community

Week 3: Community Analysis & Site Visit

Week 4: Building Community Program

Week 5: Field Trip

Week 6: Cohesive Regional and Community Identity Vision

Week 7: Cohesive Regional and Community Identity Vision Presentation

Week 8: Student Destination Retail Project Proposals

Week 9: Student Destination Retail Project Proposals vs. Regional / Community Vision

Week 10: Spring Break

Week 11: Student Destination Retail Project Design Work

Week 12: Mid Design Review

Week 13: Regional / Community Vision and Student Projects

Week 14: Student Retail Project Refinement

Week 15: Student Retail Project Finalization

Week 16: Final Presentations and Packaging of Comprehensive Report

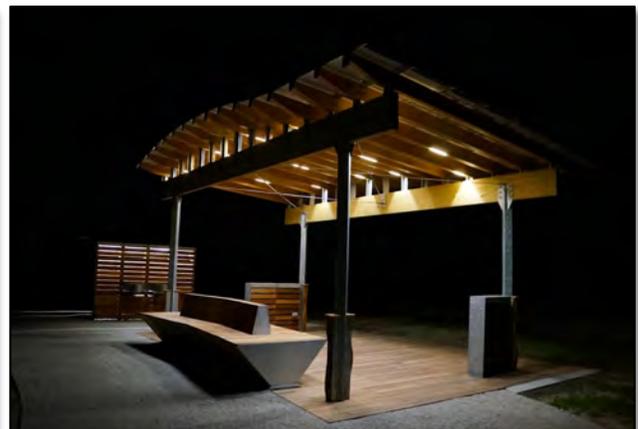
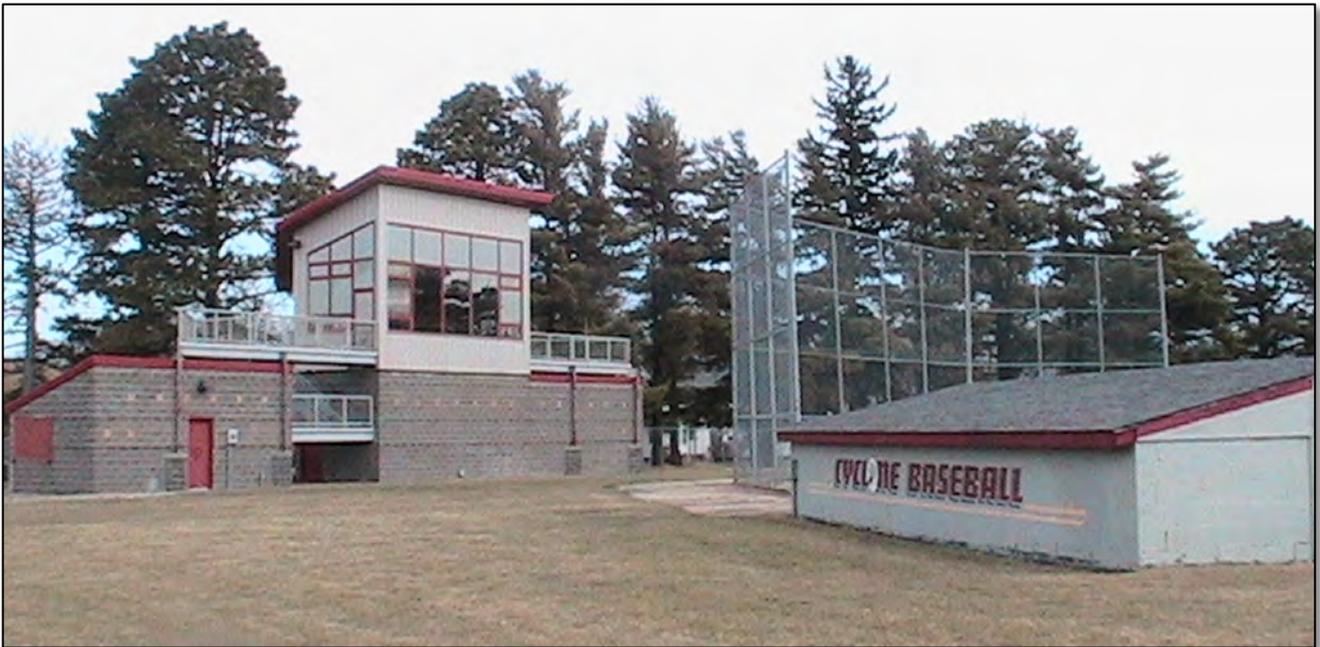
Week 17: Finals Week

Design/Build 2016

Bruce Bassler

Through an agreement with ISU Recreation Services, Design/Build 2015 will be designing and constructing renovations to Cap Timm Field at the Southwest Recreation Complex. Elevated seating, a new net backstop, dugout renovations, and other site improvements are anticipated as part of this project. A \$30,000 budget is anticipated. As in previous work, we will explore the benefits of lightweight structural panels, prefabrication construction technology and minimally disruptive site installation techniques. The use of moveable and/or semi-transparent walls and roofs will be investigated as a means to blur the distinction between indoor and outdoor space. This collaborative 20-person undergraduate/graduate studio of Interior Designers, Landscape Architects, Architects, Industrial Designers and other interested students will be responsible for everything from program definition to completed construction. There is no course fee, as all student expenses will be included in our budget.

See 2016 site below along with photos from D/B 2014 Hydration Station & Shelter previously constructed at the ISU Southwest Rec Complex.



DSN S 546 Health Healing & Wellness Studio 2016

An interdisciplinary studio focused on the design of healing environments

Faculty

Co-instructors Cameron Campbell [Architecture] and Jihyun Song [Interior Design]. We will bring in faculty from Landscape Architecture as possible throughout the semester. This studio is supported by many partners in the profession who will assist us in the formulation of design challenges, provide research venues for the studio, and engage in valuable critiques of the work in the studio.

Open to the following majors (mix of Graduate and Undergraduate. Balance across the three disciplines)

Architecture 10 (approximate students)
Interior Design 10 (approximate students)
Landscape Architecture 4 (approximate students)

Studio Abstract

In today's world, we are seeing more emphasis on providing healthcare and well-being services to the community. The spring of 2016 studio has been redesigned to give a range of healing environment design problems and research opportunities. As an interdisciplinary design studio, the students will work on a series of small design challenges each with a different interdisciplinary team.

Semester Outline

The semester will be divided into three parts. The first part is a research phase where students will individually develop in particular areas as an extension of class exercises. This preliminary research findings will answer the questions of what healing theories are appropriate for healthcare environments and how to integrate these theories and evidence-based design principles into their designs.

In the second phase, students will participate in a series of design challenges with various teams to practice in many venues of the health, healing and wellness area of this specialty.

Finally, students will formulate teams and develop a more detailed project based on the area of research and interest. Project could address current issues in health and wellness environments, and not limited to: caregiver needs, patient issues, guest experience, community wellness, implementing sustainability, technology, and hospitality in healthcare, etc.

Field Trip

There will be one required field trip to Omaha to visit the nations top healthcare design firm and there will be one optional field trip organized and conducted by the individual student or small group. During the research phase, many locations will be identified and each student can determine the field trip that fits in his or her budget. Students will be able to choose where they conduct their research and the destination based on his or her research agenda as part of the class exercises. Field Trip Cost not to exceed \$500.00.

Semester Outline

1. Research Phase
2. Design Charrette 1 "Resiliency and Disaster"
3. Design Charrette 2 "Behavior and Psychological Health"
4. Final Design Project

Professional Firm Support

1. HDR
2. Heery International
3. INVISION
4. Medical Planner Jim Lammers

Previous Award-winning work

1. *Finalists* in the **2012 Nurture Collegiate Healthcare Design Competition:**
"RIC Chicago, Integrating Mobile Technology to Advance the Rehabilitation Care in Research Hospital"
Joseph Louis Hersheway (Arch'13)
Zhengyang Wang (Arch'13)
Maghan Reichert (ID'12)
Morgan Zimmerman (ID'12)

2. *Honorable mentions* in the **2015 UIA-PHG (International Union of Architects-Public Health Group) International Student Competition:**
"MEDIC: Mobile Expandable Disease Isolation Container"
Andrew Wallace (Arch'16)
Rongchuan Zhang (MArch)
Liu Zheng (Arch'16)
"A Global Human Connection - Mobile Ebola Response Unit"
Julie Do (ID'15)
Evan Jeanblanc (Arch'16)
Hannah Schmaltz (ID'15)

3. *Winner* in the student category of the **2015 Healthcare Environment Awards:**
"UIHC TOWER2"
Yongyeon Cho (MFA-ID)
Casey Tiedman (Arch'16)
Yifan Luo (Arch'16)

Option Studio DsnS 546 Proposal
Instructor: Lori Brunner Stone, Ph.D.
Associate Professor of Interior Design

Title: **Researching Design: An exploration of research methods and analysis techniques through short term design projects**

Credits: 4 or 6

Max Number of Students: 20

Preferred Number of Students: 15

Prereqs: Ideally, graduate students will have completed at least one research methods class prior to enrollment. However, all students are welcome. Students without any prior methods courses will have more review or background reading to complete.

Course fees: 0

Learning Outcomes: After taking this course, students will be able to: 1) Demonstrate knowledge of a wide range of research methods that are relevant to human-environment interactions and relationships, 2) Apply these research methods to a design problem in varied scales and contexts of design, 3) Develop and implement experiments to test hypotheses generated about characteristics of the built environment and their objects, 4) Apply basic statistical concepts in analyzing data about the built environment and its objects, 5) Understand the importance of designing high quality research designs for investigating design questions, 6) Develop a basic understanding of and apply computing software to analyze data, and 7) Communicate research results and their significance as they relate to the health, safety, welfare to clients and peers.

Studio Description

Without research, design is an endless succession of trial and error activities. A design that is based on sound research is what distinguishes laypersons from professional designers. We make purposeful, meaningful, and logical design decisions that are based on research that is reliable, valid and rigorous. In this studio course we will explore several research methods through the completion of a series of short design projects. It is expected that projects will last between one to three weeks.

The research methods and topics that will be covered in this course include: survey research, case-study, experimentation (including true experiments, quasi-experiments and single-subject experiments, experimental control, hypothesis testing), sampling (random, stratified, purposive samples), basic statistics, and observation (behavioral, physical trace, photographic).

The project topics will vary in scale from the object, to the interior, to the building, and to the community. This course is not only multi-design focused, it also embraces other disciplines outside of design. In particular, this studio will have a strong connection to statistics, with guest lectures and topics that will be centrally located within the discipline of statistics. The course will also include topics and lecturers situated within the areas of psychology, engineering, and business.

Design problems are situated within a context. Understanding these contexts through a deliberate, sound, and meaningful research protocol will enable students to better understand the complex relationships between humans and the built environment and their objects.

Projects/Outline

- Project 1: Observation (3 weeks)
- Project 2: Survey Research (2 weeks)
- Project 3: Case Study (3 weeks)
- Project 4: Experimentation (3 weeks)
- Project 5: Sampling (1 week)
- Project 6: Data coding and Analysis (3 weeks)
- Project 7: Putting it all together (1 week)

Handbook Description: Dsn 546. 6 Cr. Studio is open to graduate students, senior/junior undergraduate students in Interior Design, Architecture, Industrial Design, Landscape Architecture and Integrated Studio Arts. Advanced forum for design research and creativity related to spatial phenomenon and perception.

Course Title: Black Contemporary: Rural Route 3 Food Hub

Instructor: Peter P. Goché

Location: Black Contemporary at 26107& 530th& Ave

Experimentation and innovation are required. Studio projects focus on the act of making and fabricating temporary assemblies within an existing host space using a variety of different materials and methods. This course of study provides students the opportunity to make full-scale inquiries and, thereby, move beyond representational methodologies and precedents as the only procedural means of design development. On a deeper level, however, we want to cultivate a way of knowing that seeks to describe the underlying, essential qualities of human experience and the context in which that experience happens.

This course of study challenges students to confront the dichotomy between experiential and abstract notions of space. Students will understand making as both an investigative and a navigational possibility, and to reconcile the often-considerable gap between the representation of ideas and the production of spatial phenomenon. Our goal is to build on the role spatial phenomena has always had in design thinking and to participate in the resurgence of experimental production in design education and practice. As the process of design delivery has become almost entirely reliant on digital means, spatial experiments in real time with real people and real materials at actual scale are a crucial counterpoint.

The projects will stress interdisciplinary research, engagement with local stakeholders and contemporary phenomena. Special focus will be given to local food production and distribution. Food hubs are a critical link in bringing local foods from the farm to high-volume, mainstream outlets such as grocery stores, restaurants and institutions. Food hubs also may offer education and training to farmers to increase their capacity to meet high-volume demand.

RR3 has been commissioned and procured in the midst of a global food crisis whereby the local producers are experiencing significant challenges on social, economic and environmental levels that accentuate the tension between the modern cycles of production and the sustainability of the social and natural environment. Unique to this crisis in Iowa and, therefore, latent set of places is the emergence of the 'urban farmer' based in sustainable organic agricultural practices; a grass roots occupancy that embodies the values held by the nineteenth century family farm unit – spatial and economic independence in addition to a land stewardship ethic. This emergence of CSA's (Community Supported Agriculture), organic food, the slow food movement, the 'knowing your farmer' initiative and record numbers farmers' markets has brought about a system of networking whereby the community is uniquely close to its food source and hence connected via local rural routes. As artist and architects, we see this route as being a two-way street in that we, reciprocally, desire to re-occupy spaces of food production (vacant farm sites) with experimental cultural works in an effort to engage in the discourse/education as participants rather than as visitors.

Field Trip

Field trip to destination and date to be determined.

Course Fees

\$925 (includes a \$75 shop fee and \$850 estimated field trip fee)..

ULI Urban Design Competition/ Urban Design Analysis and Practice

6 credits

Instructor: Sungduck Lee, Ph.D. Department of Architecture

Studio is open to: 5th year undergraduate students and graduate students

Maximum Capacity: 16

Target Disciplines: Architecture, Landscape Architecture, Community and Regional Planning

Course Description

This course introduces students to understand fundamental elements of the urban design process, and how to implement these aspects into real world projects. Students will be introduced to an overview of the urban design processes and discussion about different major design approaches for implementing these processes.

This studio aims to examine the complexity of urban design processes by participating in *the Urban Land Institute's (ULI) Gerald D. Hines Student Urban Design Competition*. This Urban Design Competition offers students (M. Arch, MLA, MCRP, MBA and fifth-year B.Arch. or BLA students) the opportunity to form their own multidisciplinary teams and participate in a real world design challenge. *The first two weeks of the semester* will be dedicated to design preparation and submission for the competition. Student teams comprising at least three disciplines will have two weeks to devise a comprehensive design and development program for a real, large-scale site full of challenges and opportunities. The ULI Gerald D. Hines Student Urban Design Competition is part of the Institute's ongoing effort to raise interest among young people in creating better communities, improving development patterns, and increasing awareness for innovative multidisciplinary solutions to design challenges (<http://uli.org/programs/awards-competitions/hines-student-design-competition/>).

This class is organized into three major elements. First, students will analyze examples of urban design and planning projects to explore primary design/planning strategies, conceptual frameworks, final design outcomes, and how these projects are positioned within larger urban context. Second, students will be introduced to fundamental urban design skills to better understand the built environment. This will help students to develop necessary techniques for visual presentations. Third, students will explore urban design practices for a given project site. Students are expected to develop urban design strategies and provide design guidelines.

Field Trip:

N/A

Course Fees:

N/A

Studio Title:**Toys! 2016,**

6 credits

Mitchell Squire, Associate Professor of Architecture

Studio is open to

all undergraduate students of senior classification and graduate students in the College of Design.

Maximum capacity

16

Target disciplines

architecture, , landscape architecture, interior design, and industrial design.

Summary Description

This advanced interdisciplinary studio invites students to expand the development of conceptual, technical, and creative methods that they've acquired in the broad spectrum of design programs in the College, and apply them to toy design at various scales, categories and environments. The challenge will be to critically examine the creative processes used in the design of toys and play that engender greater meaning in our everyday lives and embolden us to have significant and creative impact in the world. Emphasis will be placed on historical and cross-cultural typologies and uses of toys and play for education, entertainment, and recreation. Participating students will be required to individually design and fabricate toys to a finished quality suitable for museum exhibition.

Outline of Projects

Over the course of the semester a total of 4 design exercises comprise the workload students should anticipate engaging.

Project 1: research 19th century toys used in the founding of the educational system known as kindergarten, and graphically show how those forms serve as precedents for contemporary toys currently on the market.

Project 2: to create a toy based on the repertoire of mid-20th century designer Charles and Ray Eames, that are not merely intended for the market but rather which might ignite a "revolution" of play and promote the connection between playful exploration and meaningful innovation.

Project 3: to collectively host a college-wide event that engages the public in activities associated with imaginative play, socialization and creativity.

Project 4: The penultimate project for the 2016 edition of the Toys! as yet to be determined but will consider the vast array of toy typology throughout the history and respond with the design and full scale construction of concept toy.

Field Trip:

NA

Course Fees

NA

Extended Description

Over the 5-years of its offering, the Toys! studio has consistently provided an ambitious program of opportunities for College of Design students. As a highly innovative and challenging work of 'creative pedagogy,' the Toys! educational project has proven capable of fluidly moving within and outside institutional boundaries to take on special community and institutional projects as well as teen workshops. Its core ambition is a desire to cultivate an understanding of the potential of toys not only for childhood development but also for shaping our views of the world well beyond our formative years. The products of students' efforts have been featured in a broad array of academic institutions, conferences, and galleries and museums nationwide.

Initiated out of an interest to explore architecture's rich history and association with toys—from Friedrich Froebel's Kindergarten, to the teachings it inspired for Bauhaus figures such as Josef Albers and Johannes Itten, to the geodesic inventions of Buckminster Fuller who was inspired by Froebel's 19th gift, "peas work," to architect and educational pioneer Frank Lloyd Wright who said of Froebel's maple blocks, "They are in my fingers to this day"—the studio has expanded its ambition to cultivate understanding across all design disciplines of the potential of toys. As designer Charles Eames has been quoted as saying, "*Toys are not really as innocent as they look. Toys and games are preludes to serious ideas*" this deceptively simple studio is built on a rather complex premise: that to design a toy that mediates between play and the production of knowledge is a challenging exercise wherein one must formulate both a theory and method of production that allows the toy to be fully engaged for wonderment and play, yet extended into more serious aspects of culture through further inspection. As such, toying and playing may be embraced as forms of social practice that draw inspiration from, and seek to engage with, contemporary cultural events inasmuch as accommodate basic human needs. Utilizing archetypal forms representative of the most normative play objects, the resulting designs of this studio might first appear innocent but upon further contemplation are found to be more poignant than what one might expect to find in a typical playroom. Often wittingly ambiguous, these designs merely carve out a space into which the viewer/player is invited to drift, dwell within for as long as desired, and wonder from.

Fabricating Potentials

6 credits

Shelby Elizabeth Doyle, Architecture

Maximum Capacity: 16**Studio is open to:**

Graduate and Senior Undergraduate Students

Target Disciplines:

Architecture, Landscape Architecture, Interior Design, Industrial Design, Construction Engineering

Field Trip

Location TBD

Course Fees

\$200-\$1000 (depending on field trip and fabrication resources)



"All material practices are ultimately energy practices"

Kiel Moe, Convergence

Architects are agents in material and energy systems, and as such, material production is a meaningful starting point for the architectural exploration of ecologically innovative practice. This studio seeks to harness existing material excess as a method for engaging energy practices in architecture. (Think 3D printing with corn bio plastics, fabricating with soil, engaging the burn ecology, or repurposing agricultural machinery for architectural production.) The primary question of the studio is:

What existing materials, computation practices, and fabrication techniques can be brought into architecture from industrial and cultural production in Iowa?

Students will experiment with material and digital fabrication technologies with a focus on the development of temporary structures and on-site fabrication. Temporary structures are a broad field and can include everything from ubiquitous concrete formworks to shade structures to innovative emergency housing. Through iterative prototyping and design proposals students will examine the potential of integrating non-traditional and existing materials and processes into large scale fabrication and construction practice.

4-6 credits

Instructor

Paul R. Bruski; Associate Professor of Graphic Design; bruski@iastate.edu

Description

Information Visualization will train students to translate data and information to create powerful, data driven visual narratives; and explore user interface design strategies to visually reach their audiences. Students will work with graphics, images, and interactive designs to communicate more effectively to more people. Projects will range from the practical to the explorative and experimental.

Information Visualization and Information Design are often used interchangeably, though the former is most associated with computer science and the latter with communication design, both seek to achieve graphical solutions for the communication of complex information. Information Visualization is more than branching hierarchal nodes and maps, and Information Design is far more than vertically scrolling 'posters' with pretty illustrations and a few numbers thrown in (an info graphic). It is both a process and a result of a process—the shape, form (video, posters, exhibits, etc), style, color and meaning all hinge upon on the content and the need of potential viewers of that content. A successful information visualization mediates complex information and purposeful understanding. Through research and design exploration, students in this course will explore complex self-defined data and design problems through the lens of information visualization.

No specific software or technological skills are required for this course.

Objectives

Through investigation of systems, structures and collection of data, students will identify complex issues that may defy simple visual portrayal.

Students will learn and apply graphic design theory, principles of visual organization, and typography for communication to identify and construct systematic visual solutions.

Through this studio, students will be introduced to problems that are influenced by society, culture, the environment and technology, and will diagram and analyze those problems to create experimental design.

Maximum Capacity

Twelve

Studio is open to...

Graduate students in all College of Design disciplines, with 3 seats reserved for Graduate students outside the College of Design.

Course Fees

\$200 for a potential field trip to Minnesota

DsnS 546 Interdisciplinary Studio Description

Studio Title

Indigenous Design and Planning in the Southwest - Pueblo Focus: (A Service Learning Option)

Instructor/s (and other contributors to the course if applicable)

Lynn Paxson

Studio is open to: **Grad. and Under Grad.'s in Architecture, Landscape Architecture, Planning, Interiors (Possibly Graphics see instructor 1st)**

Maximum capacity: **16**

This option studio needs a strong group of undergraduate and graduate students from many of the CoD disciplines: Architecture, Landscape Architecture, Community and Regional Planning, and potentially others such as Interiors, and Graphics, etc. I suggest that students who are interested from CRP, Interiors, Graphics etc. see me in advance so that we can discuss the possibilities in greater depth prior to you making a final choice. While I prefer to have all students take the class for 6 credits, I am open to discussing the option of 4 credits for students who are interested in that. Therefore all students who wish to sign up for only 4 credits also need to see the faculty before making your final choices. If you have taken the History of Native American/ American Indian Architecture seminar (Arch/Amln 426) this is a plus but it is not required.

Summary Description & Outline of project/s:

We have some very interesting possibilities for this spring's interdisciplinary service learning option studio, they all involve working with Pueblo Nations in New Mexico. Students will help the Pueblo(s)/ Pueblo Nation(s) envision various projects in their communities. The work you produce will help them continue to make choices about their future planning and development and their constructed place - buildings and landscapes- as well as their experience at the interior level. Your work may also be used as the Pueblo(s) continue(s) to raise funding to make this/these project(s) a reality. Students will be required to produce both presentation materials and project documentation for the Pueblo Nation(s) we work with. Students who choose this option must be willing to be flexible and also respectful of different cultures, value systems, and worldviews.

This studio will require students to be involved in group/team work opportunities and individual work opportunities. We should also have

opportunities to meet and or work with a number of local NM practitioners and consultants.

All of the projects under consideration involve issues of 'sustainability' and 'green' design this includes consideration of energy sources, material and tectonic issues, water use (treatment and management), planning and infrastructure, native planting, ethnobotany, and potentially garden/local agriculture, etc. as well as social sustainability. There are a number of potential program and building types and landscape types to be explored in these various potential projects: cultural center/museum, interpretation and visitor support space, cultural support space, plaza, gardens, etc. There is also the possibility for some exhibition design opportunities.

Field Trip: The studio will take a field trip to New Mexico to meet and work with the Pueblo Nation or Nation(s) we will be working/designing with. The fieldtrip will also be your opportunity to experience at least a part of the southwest environment (physical and social/cultural), potentially some related precedents, the specific project site(s) and so on. It will also be a chance to meet with and perhaps work in person with UNM students/faculty if we are able to work this out. In the past students and faculty have worked together to control costs and have kept the cost of the trip very reasonable for students. The Nations appreciate your work and are welcoming of our students.

Studio Andino 2016

6 credits or 4 credits (by permission only)

Clare Cardinal-Pett, Architecture

Studio is open to:

All College of Design majors, juniors, seniors, and graduate students. Students outside the College of Design are eligible with permission of instructor.

Maximum capacity: 16

Target Disciplines:

Studio Andino invites students in all College of Design majors. Our projects require multidisciplinary collaboration and offer opportunities for students in all majors to make special, discipline-specific contributions. We need architects, landscape architects, planners, interior designers, graphic designers, industrial designers, artists, writers, and students in the social sciences.

This studio investigates contemporary urban issues in the context of the Andes, with a special focus on neighborhoods and communities that are products of informal processes or deserve attention as liminal conditions in the city. Cities in the Andes are distinguished from other Latin American cities in terms of biogeography and, in most cases, very large indigenous and mestizo populations. They tend to be heavily influenced by the alternative economies of the informal sector and popular markets. We will study the urban history and contemporary issues of cities that constitute the Andean ecological and cultural region.

The field trip to Lima, Cuzco and Machu Picchu will further enrich our understanding of Andean urban history. This trip, and some of the studio activities, will be coordinated with the Master of Urban Design Studio, which will also study Lima under the direction of Professor Marwan Ghandour. Students must participate in the field trip unless given special permission otherwise.

Everyone in the studio will spend the semester analyzing the city of Lima as a whole, learning about its history and contemporary problems, and developing proposals at various scales--urban, neighborhood, or building. Each student (or team of students) may choose one of two project sites as a semester-long focus:

A. An informal neighborhood on the southeast city periphery called Manchay. As funding permits, we will also develop a small design-build project for the Manchay community in collaboration with a team of Peruvian students and a local NGO Ruwasunchis. All students are welcome to participate in this community engagement project in Ames and in Lima during the field trip.

B. A traditional fishing community and wharf in Chorillos, an area in the heart of

Lima's urbanized Pacific coast. We will build on work accomplished in 2015 with the guidance of Max Viatori, Professor in Charge of the ISU Anthropology Department. As funding permits, we will develop one or more design-build projects outlined in the master plan.

Our partners in Lima are Cristina Dreifuss, PHD, an architecture professor and director of INTUY LAB and a community of design students who are regular collaborators with Studio Andino. Our work with the fishing community will be informed by Hector Bombiella a PHD candidate in Anthropology at ISU and Max Viatori, a faculty member in Anthropology and a past collaborator with the studio. Max and Hector have special knowledge of this community, having spent a number of years conducting research with them at this site in Lima. Students in the 2015 studio worked with fishers to build a prototype for a fish market display table and served as the first ambassadors in this continuing relationship.

Outline of semester activities:

Part 1: Historical studies, urban analysis, and precedent studies.

Research and urban analysis for Manchay and the Chorrillos Wharf--individual and group work.

Design-build project development and construction--a multidisciplinary group project.

Spring Break Field Trip Outline:

7 days in Lima - research, construction, and tours.

5 days in Cuzco, the Urubamba Valley, and Machu Picchu--tours and free time.

2 days in Lima - research and free time.

Study Abroad field trip estimate: \$3100

(all transportation, lodging, entrance fees, and some meals)

Part 2: Students will choose one of the following project topics to pursue more theoretically after our trip to Peru:

A. Urban and/or architectural proposal development for Manchay--individual and/or group work.

B. Urban and/or architectural proposal development for the wharf at Chorrillos--individual and/or group work.

For more information and photographs visit Studio Andino on Facebook:

www.facebook.com/isustudioandino or our crowdfunding campaign site:

www.fundisu.foundation.iastate.edu/project/928 or contact Clare Cardinal-Pett at ccardp@iastate.edu