

YES, YES, NO

Questions of freedom, conservation, and being in Canada's only desert



Site: Osoyoos, BC

Instructor: Sophie Maguire

Schedule: Tu/Fri 1:30-6pm

Location: LARC Annex

description

A desert here in Canada, did you know? Home to the antelope brush and fragrant sage, semi-desert. An expanse that is as unforgiving as it is dreamily soft. You may have heard of it, the 'pocket desert' where the vineyards are vast and golf courses aplenty. Where the fruit is sweet and Boston Pizza's status is 'very busy'. RV destination for the entirety of summer, ATV action equals freedom. There's a rub here, a tension building in the full exposure of the sun. 'NO NATIONAL PARK' read the signs. Wet luxury, hard stop, recommended preservation, soft pause.

It is said that it takes about 20 years to bring a national park to fruition. The southern Okanagan has been at it for 10 years. The national park 'national park reserve' will bring more visitors (say the feds), but tourism already reigns supreme along the coast of the warmest lake in British Columbia. Many travel here; honeymooners taking in the views of rolling vineyard properties, snowbirds driving south to escape the winters. Many retire here; the warm dry air is said to be good for the lungs and the bones. Timing is different here. There is an allure to the desert; the vastness of the void has long captivated indigenous peoples, settlers, artists and, now, festival junkies. But what comes of this allure when the footprint of luxury and production intensifies? What happens to the myth of the desert?

People want to live and play here, people want to feel free. Excuse me if this is crass, but what must we abandon when we demand freedom?

structure

MYTHS // *existing narratives, archives and representations of the desert*

Students will be asked to examine the methodologies and techniques used in the building of desert-oriented cultures, architectures, mythologies, thoughts, and compendiums.

DIALECTICS // *critical site seeing*

Visiting and experiencing the site through the lens of dialectic pairings, students will conduct discover, articulate, and develop their own modes of seeing, collecting, recording, and archiving.**

((eg. DRY // WET -- LUXURY // WORK -- PRESERVATION // ABUNDANCE -- EXPANSE // HIDDEN -- PLEASURE // THREAT -- SHELTER // EXPOSURE))

YES, YES, NO // *strategic abandon*

Students will choose a program, use, or practice to strategically abandon in order to increase freedom or conservation. Design iterations will include small to medium scale subtraction-based design strategies that take a critical stance on how the site of desert is uniquely integrated and affected by tensions and alignments of freedom, conservation, and being in the desert.

schedule

week 1	sept 3 Vertical Studio Presentations	sept 6 Myths Launch
2	sept 10 myths / desk crits	sept 13 myths / desk crits
3	sept 17 myths / desk crits	sept 20 <i>annex jury room</i> myths / pin up
4	sept 24 dialectics / launch	sept 27 studio trip
5	oct 1 dialectics / desk crits	oct 4 dialectics / desk crits
6	oct 8 dialectics / desk crits	oct 11 <i>annex upper basement</i> dialectics / pin up
7	oct 15 dialectics / desk crits	oct 18 <i>annex jury room</i> dialectics / review
8	oct 22 yes, yes, no / launch	oct 25 yes, yes, no / desk crits
9	oct 29 yes, yes no / desk crits	nov 1 yes, yes, no / desk crits
10	nov 5 yes, yes, no / desk crits	nov 8 <i>annex jury room</i> yes, yes, no / mid review
11	nov 12 yes, yes, no / desk crits	nov 15 yes, yes, no / desk crits
12	nov 19 yes, yes, no / desk crits	nov 22 yes, yes, no / desk crits
13	nov 26 yes, yes, no / final production	nov 29 yes, yes, no / final production

attendance

This studio meets on Tuesday and Friday afternoons. Attendance to all class meetings is mandatory.

Students must have new work at each desk-meeting. Work for pin-ups and reviews should be completed before the beginning of the review period; finishing work during review periods is not allowed and will result in a lower mark. Failure to be present without a reasonable explanation (in advance) will result in an alteration to the student's mark. Students who neglect their academic work and assignments may be excluded from final examinations.

objectives

- > To learn about the desert landscape
- > To explore alternate methods of research through precedent studies from across disciplines, cultures, and modes of making and thinking.
- > Develop non-traditional design processes and forms of representation
- > Practice critical site seeing through experience on site
- > Develop modes of collection, recording, and archiving
- > Practice taking a critical stance through design
- > To more fully understand the flexibility and strength of design within a diversified context

grading

You will be marked according to the depth of rigor and curiosity of studio projects in addition to your ability to successfully collaborate and participate in class meetings and discourse. Your work should show initiative in self-directed research to support and extend its own inquiries. Critical to the success of studio projects will be the student's willingness to explore alternate design methodologies and modes of practice.

>>Grades will be determined according to the following:

- 25% Myths
- 25% Dialectics
- 40% Yes, Yes, No
- 10% Class Participation

>>Grades are based on UBC's General Grading Practices where:

- | | | |
|-----------|---------|----------|
| 90-100 A+ | 85-89 A | 80-84 A- |
| 76-79 B+ | 72-75 B | 68-71 B- |
| 64-67 C+ | 60-63 C | 55-59 C- |
| 50-54 D | 0-49 F | |

academic policies

All UBC students are expected to behave as honest and responsible members of an academic community.

Breach of those expectations or failure to follow the appropriate policies, principles, rules and guidelines of the University with respect to academic honesty may result in disciplinary action. It is the student's obligation to inform themselves of the applicable standards for academic honesty. If a student is in any doubt as to the standard of academic honesty in a particular course or assignment, then the student must consult with the instructor as soon as possible, and in no case should a student submit an assignment if the student is not clear on the relevant standard of academic honesty. Further information is available on the UBC website.

Students are responsible for informing themselves of the guidelines of acceptable and non-acceptable conduct for graded assignments established by their instructors for specific courses and of the examples of academic misconduct. Plagiarism, which is intellectual theft, occurs when an individual submits or presents the oral, written or visual work of another person as their own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments. Further information is available on the UBC website.

students' rights

>>UBC is committed to ensuring that all members of the University community - students, faculty, staff and visitors - are able to study and work in an environment of tolerance and mutual respect that is free from harassment and discrimination. Any student who has concerns relating to harassment and/or discrimination may contact their instructor or Administrative Head of Unit of the University Equity Office. Further information is available on the UBC website.

>>If an academic requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing and submitted two weeks in advance.

>>Students with a disability who wish to have an academic accommodation should contact Access and Diversity without delay (see UBC Policy 73). Further information is available on the UBC website.

>>Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Generally, such circumstances fall into one or two categories: conflicting responsibilities and unforeseen events. Students who intend to, or who as a result of circumstances must, request academic concession must notify their instructor as early as possible. Further information is available on the UBC website.

>>I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference how best you see fit.