

glob al · i · za tion

Financial

The tendency of *investment funds* and *businesses* to move beyond domestic and national markets to other markets around the globe and thereby increase the *interconnectiveness* of different *markets*.

Technological

Although many large *companies* have globalized for decades, the Web, more than any other phenomenon, has enabled the smallest company to have a global presence

“...distance[s] shrink
for *some*
and become
insurmountable for
others”

(Derek Gregory, 2004)



San Jose, CA



Worcester, MA

Landscape Democracy?

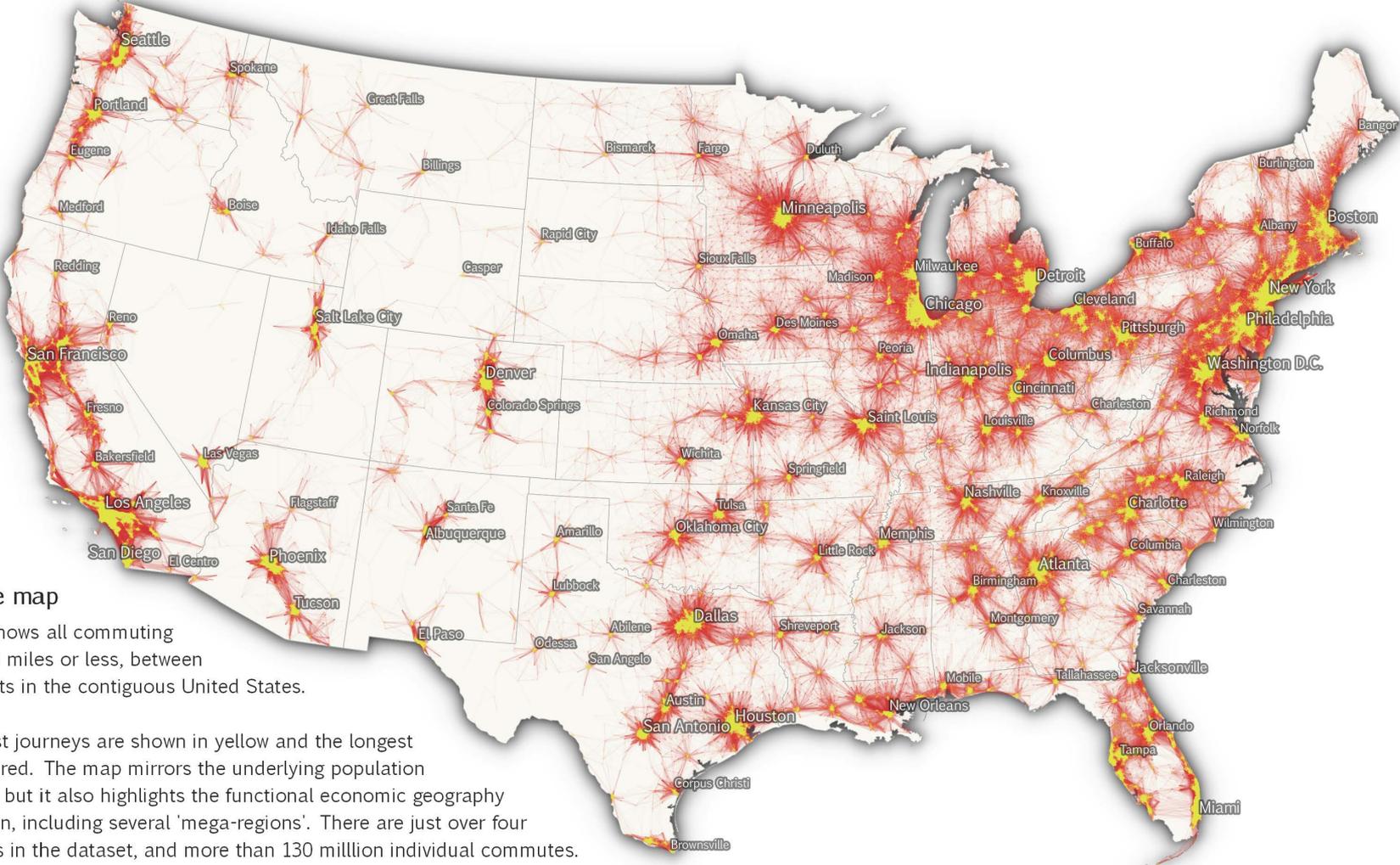
The failure of
modernist
city planning



Le Corbusier (1922-25) Plan Voisin for Paris

The American Commute

A functional economic geography of the United States



About the map

This map shows all commuting links of 100 miles or less, between census tracts in the contiguous United States.

The shortest journeys are shown in yellow and the longest journeys in red. The map mirrors the underlying population distribution but it also highlights the functional economic geography of the nation, including several 'mega-regions'. There are just over four million lines in the dataset, and more than 130 million individual commutes.

*Gentrification,
suburbanization*
and
loss of prime
agricultural land





7+ hours

The amount of time the average American boy or girl spends each day in front of an electronic screen



4 to 7 minutes

The amount of time the average American boy or girl spends each day in unstructured outdoor play

Eco-*literacy*
environmental *identity*
and *stewardship*





Hester, R. (1993) Sacred structures and everyday life: Dwelling, seeing, and designing, 271-297.

Bonding
social capital

vs.

bridging
social capital

(Robert Putnam, 2002)



Putnam, R. D. (2002). *Democracies in flux*. Oxford University Press.

A group of people, likely students or professionals, are gathered around a table in a workshop or meeting. They are looking at documents and pointing at them, suggesting a collaborative activity. The scene is brightly lit, and the atmosphere appears positive and engaged. In the foreground, several large, colorful markers (pink, orange, green) are scattered on the table. The text 'From Landscape Architects to Participatory Landscape Scientists' is overlaid in a large, bold, yellow font across the center of the image.

**From
Landscape Architects
to
Participatory
Landscape Scientists**

Case study

Participation and the
process of *co-designing* a
small town's future

A topographic map of California showing the state's terrain. A red arrow points from San Francisco in the south to Westport in the north. The text '187 miles' is written in white next to the arrow. The labels 'Westport' and 'San Francisco' are in red. A white crosshair is visible in the central part of the state.

Westport ■

187 miles

San Francisco ■

Westport:
a *small* town
with a
strong sense of place







An intact built form
and *clear*
physical boundaries



A perfect *fit*:

“the landscape
occupies us”







Challenges in the life of
a *small* town
in a *global* world

1.

Tourism,
baby boomers
and
preserving an *Identity*



2.

Lack of jobs
and
economic development
opportunities



219

WE
HAVE
GASOLINE

3.

Keeping the
community *alive*
and building social
capital



Lee, Dorine and
the *Pea Patch*.

A community center as a
metaphor for shaping a
town's future

Randy Hester's
“Twelve-steps”
for community
participation

specific

concrete



abstract

broad



Randy's twelve-step

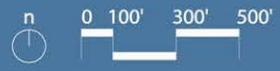
12. evaluating after construction
11. transferring responsibility
10. evaluating costs and benefits
9. developing a spectrum of plans
8. making a conceptual yardstick
7. letting archetypes and idiosyncrasies inspire form
6. drawing anticipated activity settings
5. getting a gestalt
4. introducing the community to itself
3. mapping and inventory
2. goals setting
1. listening

Mapping
the uniqueness
of a place

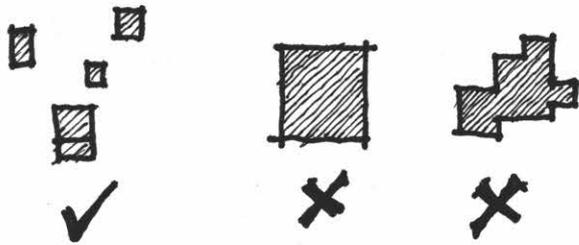


Drawing Legend

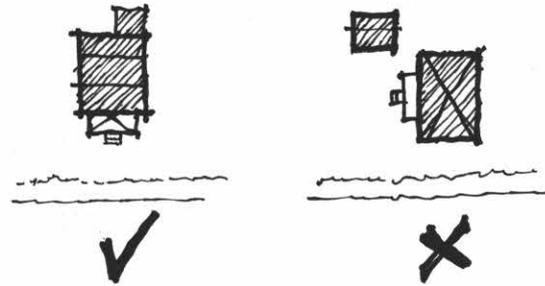
- Ephemeral / Intermittent Stream
- Blue-line Stream / Riparian Corridor
- "Pea Patch" Boundary
- Douglas Fir Forest
- Sitka Willow Series
- Abandoned Pasture
- Cultivated Vegetation
- Himalayan Blackberry (Invasive/non-native planting)



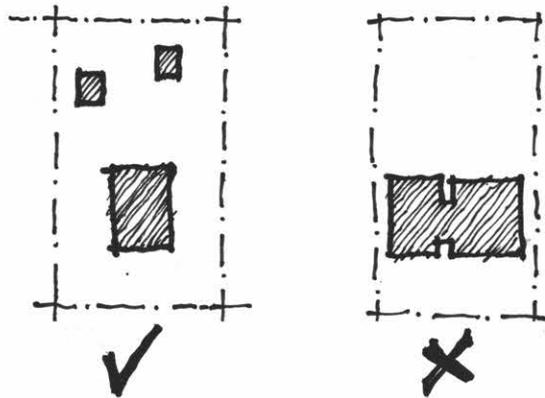
**SITE HYDROLOGY AND VEGETATION
WESTPORT, CA**



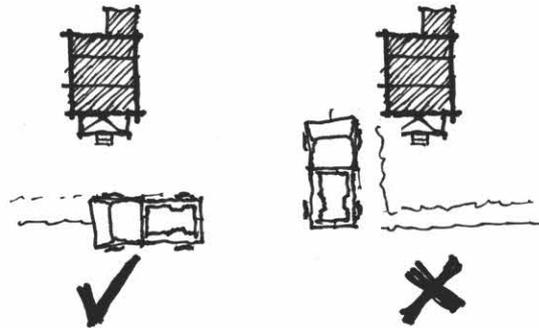
Residential lots should have a complex of buildings.



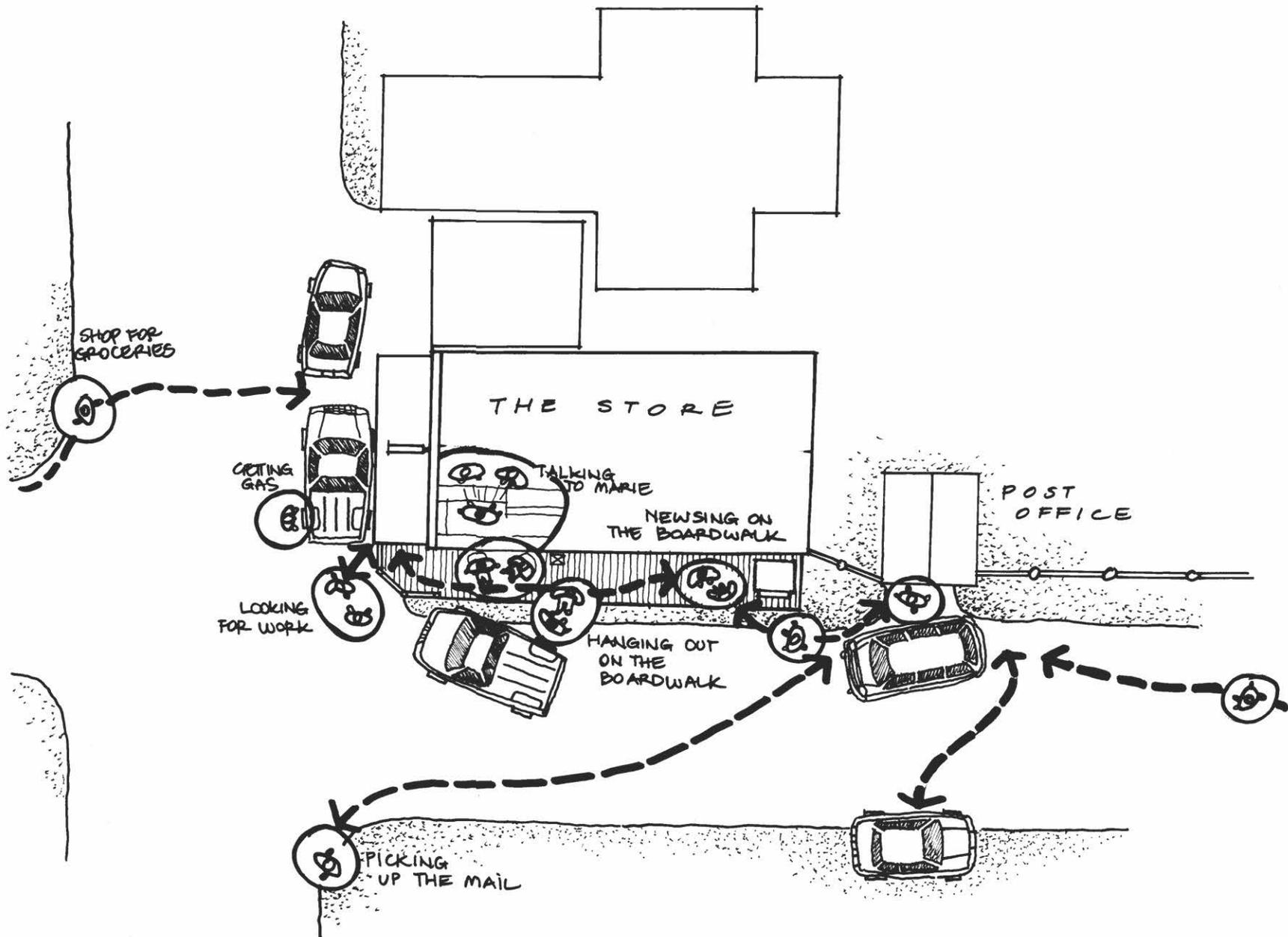
Houses must front the primary residential street.



the "Westport House" occupies no more than half the width of its site.



Parking in Westport occurs on the shoulder of the road surface - there are no driveways.



Listening
to the residents'
voices



Question focus	Goals
Process Questions	Residents were appreciative to be included, but questioned their role in the process as the land is privately owned.
Westport Positives, Negatives and Potential Improvement Issues	Many residents described Westport as a “family” with some “dysfunction.” Most saw Westport as a “paradise” defined by natural boundaries, but some cited need for new activities in town.
Community Center and School Questions	Those interviewed indicated strong support for Community Center, yet the need for a new school was not clear from interviews.
Economic Development Opportunities	Creation of new jobs was seen as “key” to attracting new residents. Economic development must be consistent with the way of life and skill set of the residents.
New Housing and Development Issues	Preserving the character of town is the most important issue; most residents agreed that new housing could be a good thing if done properly.

Re-introducing the
community to itself
and *re-confirming* its
goals



~~DEVELOPMENT CONSISTENT~~
~~EXISTING ARCH.~~

PRESERVE OPEN SPACE

CREATION OF LOCAL SMALL-SCALE
ECONOMIC VENTURES.

~~CREATE ATHLETIC FIELDS.~~

GROUP # 5

~~BUILD COMMUNITY
CENTER~~

BUILD LEVEL PLAYING
FIELD

CREATE PARK/GARDEN CNTR.

OPEN A BAKERY/COFFEE
HOUSE

② ~~BUILD A COMMUNITY CENTER~~

③ ~~ENCOURAGE LOW KEY BUSINESSES~~
(ARTS BBS. COTTAGE INDUSTRIES)

④ CLEAN UP LOTS + DERELICT HOUSES
+ TRASH YARDS.

⑤ ~~CREATE DEEN NEW JOBS IN TOWN~~

CENTER

2. MAINTAIN RURAL
VILLAGE LOOK & CONSISTENT
ARCHITECTURE

3. ATTRACT FAMILIES

4. CREATE

F

GROUP 1

① Community + Playfields
Center
for All to Use

① Preserve Natural Edges of Town
Headlands, Hills, North/South Bound

② Locate and Cluster New A
to Create a Hub

③ Develop Plan for



#1. BUILD A COMMUNITY CENTER

#2. MAINTAIN A RURAL VILLAGE LOOK AND CONSISTENT ARCHITECTURE

#3. BUILD HOUSING/HABITAT HOUSING TARGET 10 SMALL HOUSES FOR MODEST INCOME/YEAR ROUND FAMILIES

#3 BUILD MULTI-PURPOSE CENTER

#4 PRESERVE NATURAL EDGES OF TOWN (HEADLANDS/HILLS/NORTH & SOUTH BOUNDARIES)

#5 COMMUNITY CENTER/PLAYFIELDS FOR ALL TO USE

#5 CREATION OF LOCAL SMALL-SCALE ECONOMIC VENTURES

#6 BUILD LEVEL PLAYING FIELD

#6 CLEAN UP LOTS & DERELICT HOUSES & TRASHY YARDS

#6 PRESERVE OPEN SPACE

#7 UREATE PARK/GARDEN CENTER

#8 OPEN A BAKERY/COFFEE HOUSE

#8 LOCATE A CLUSTER OF NEW ACTIVITIES TO CREATE A HUB

#9 DEVELOP PLAN FOR INFILL HOUSING FOR FAMILIES

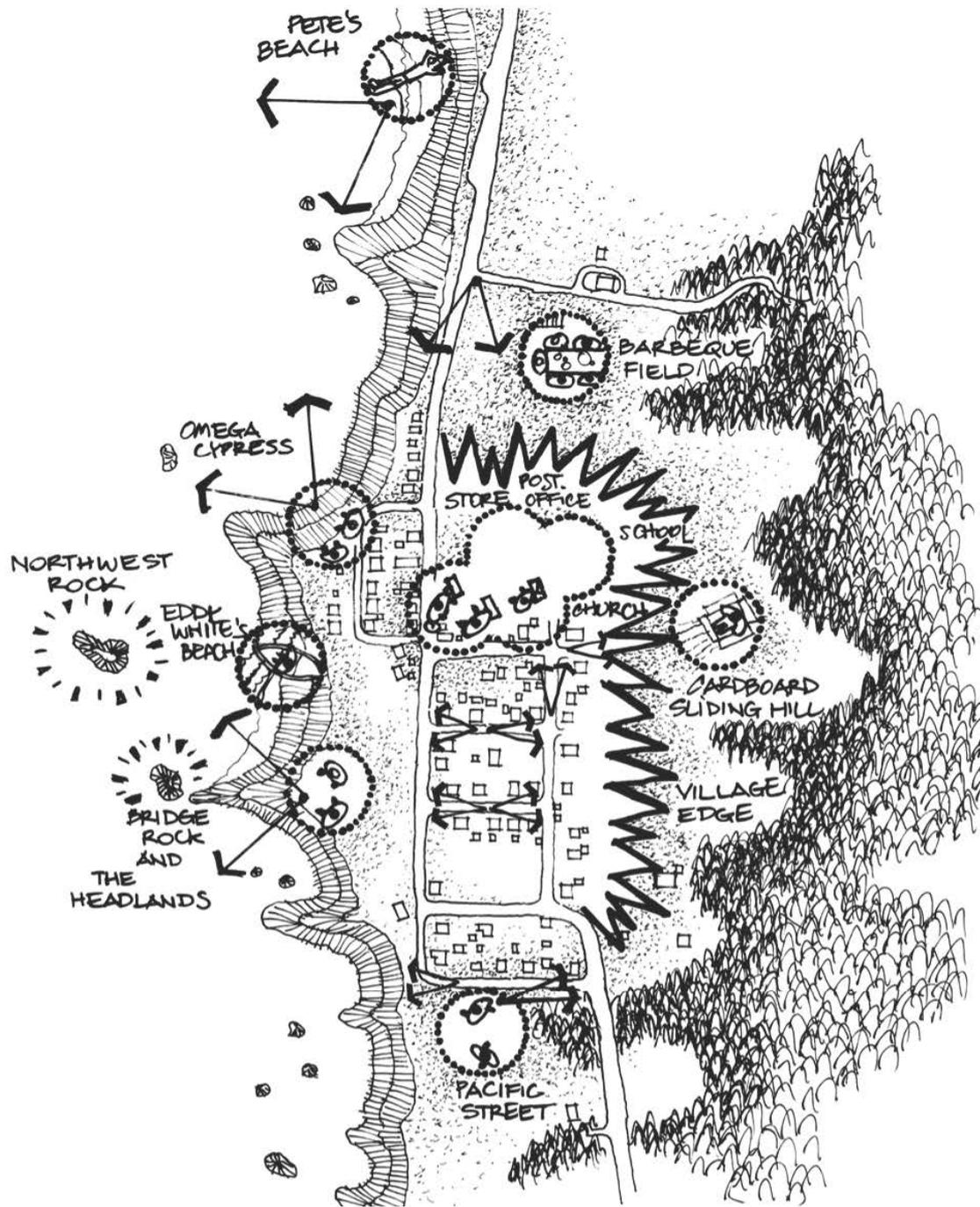
#9 PROVIDE SAFE ACCESS TO BEACH

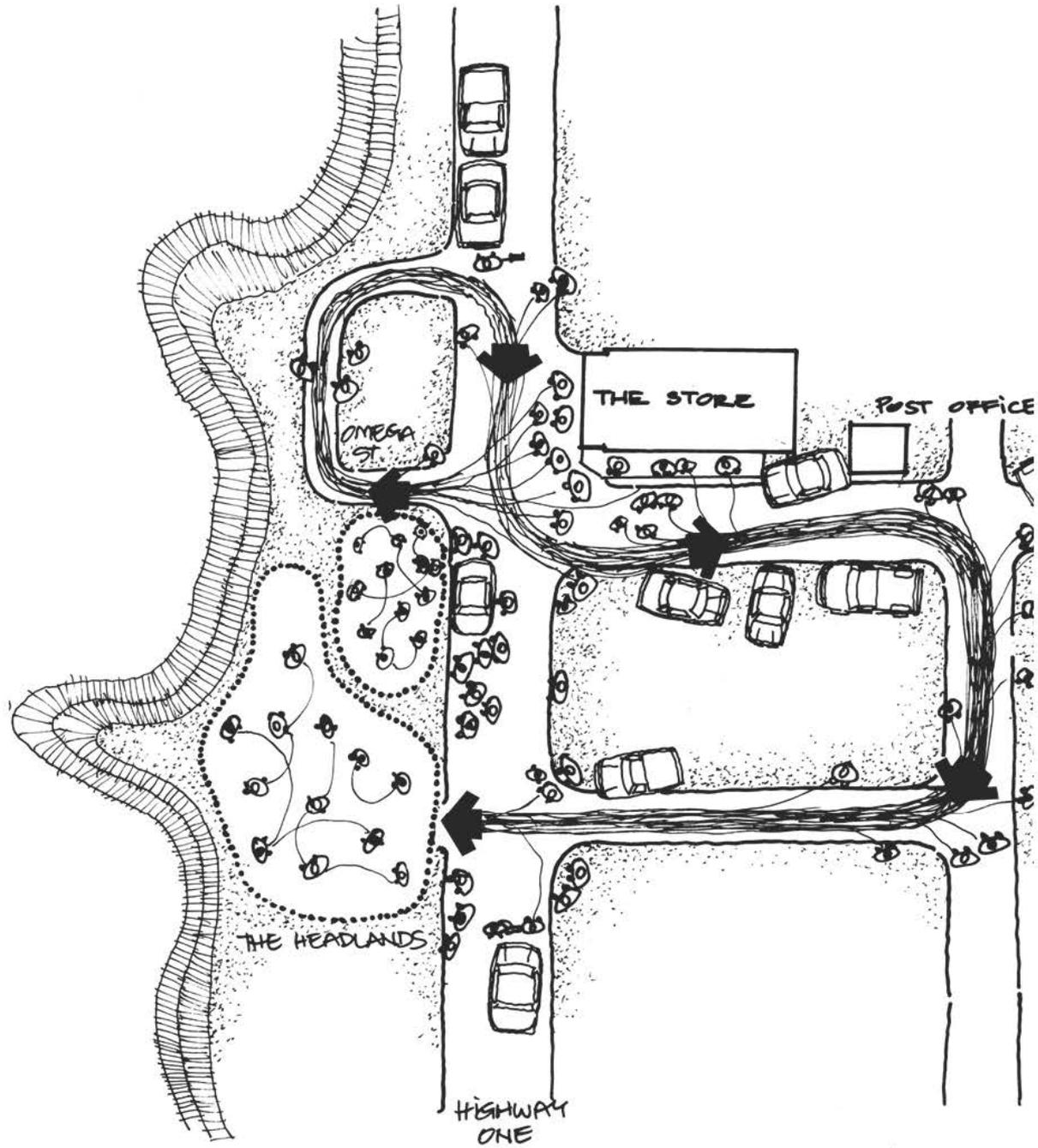
#10 CREATE JOBS

#11 HAVE A SAFE, SECURE EMERGENCY CENTER

Mapping *activity*
settings and sacred
structures:
The *walking tour*







Developing a list of
programmatic elements
for the Pea Patch





PROPOSED SOCCER FIELDS

PROPOSED COMMUNITY CTR.

NEW SCHOOL

PARKING

AFFORDABLE HOUSING

HILLCREST EXTENSION

NEW STREET/ HOUSING

PROPOSED TRAIL SYSTEM

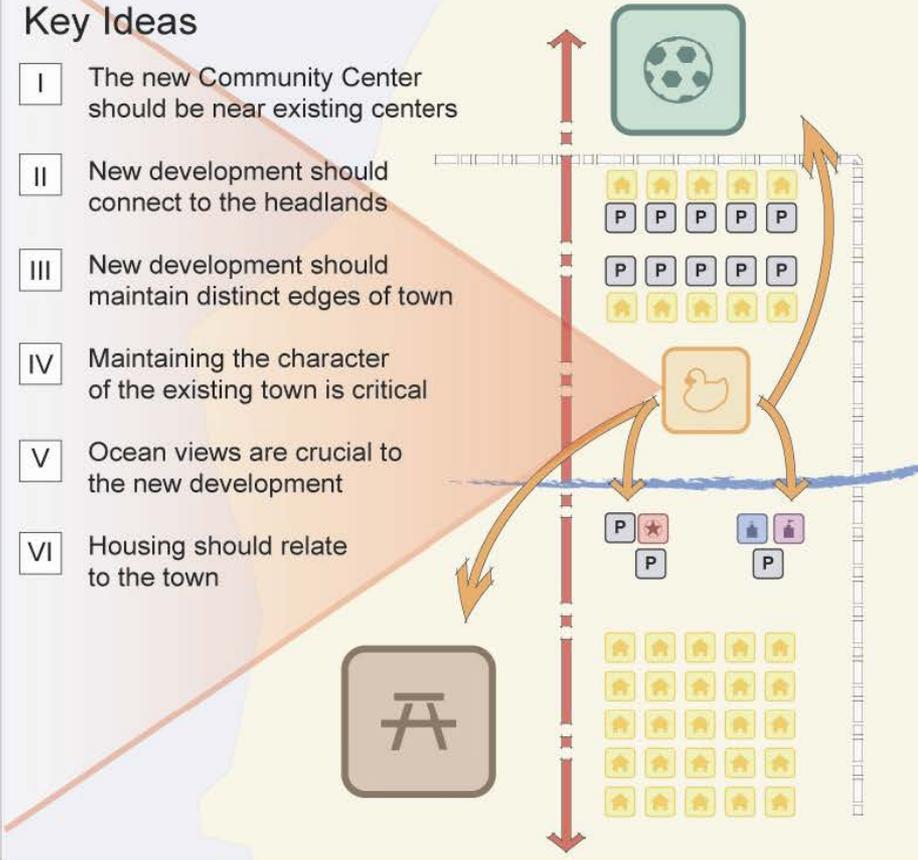
• Ex
○
• NB

Establishing a
conceptual yardstick

conceptual yardstick: goal setting

Key Ideas

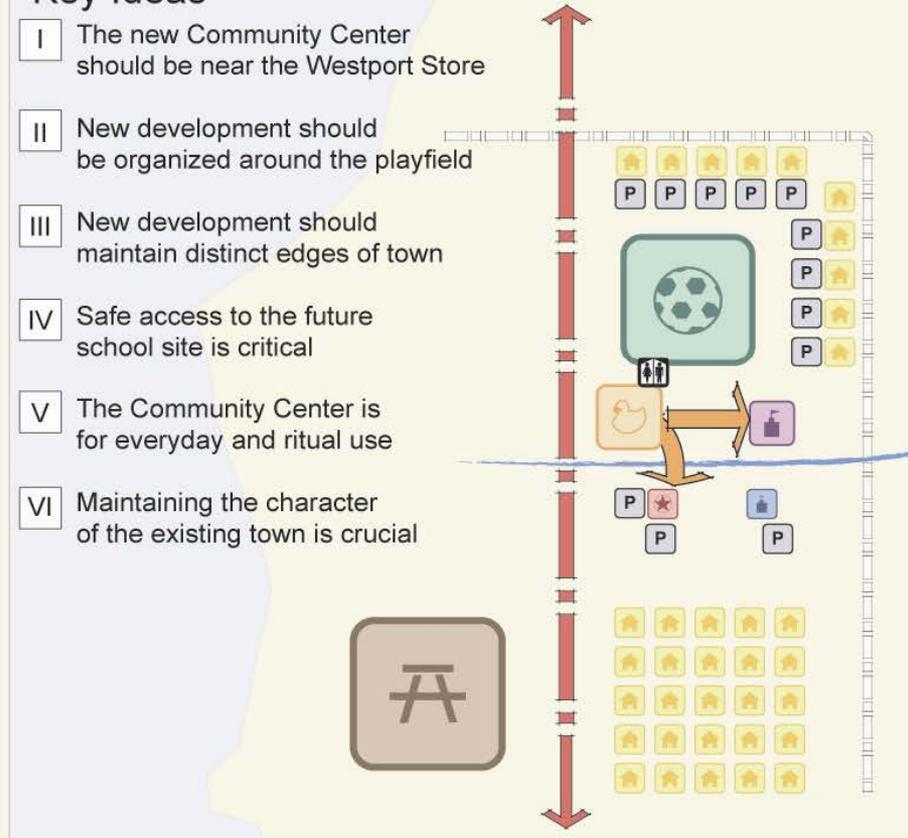
- I The new Community Center should be near existing centers
- II New development should connect to the headlands
- III New development should maintain distinct edges of town
- IV Maintaining the character of the existing town is critical
- V Ocean views are crucial to the new development
- VI Housing should relate to the town



conceptual yardstick: alternative evaluation

Key Ideas

- I The new Community Center should be near the Westport Store
- II New development should be organized around the playfield
- III New development should maintain distinct edges of town
- IV Safe access to the future school site is critical
- V The Community Center is for everyday and ritual use
- VI Maintaining the character of the existing town is crucial



Drawing Legend

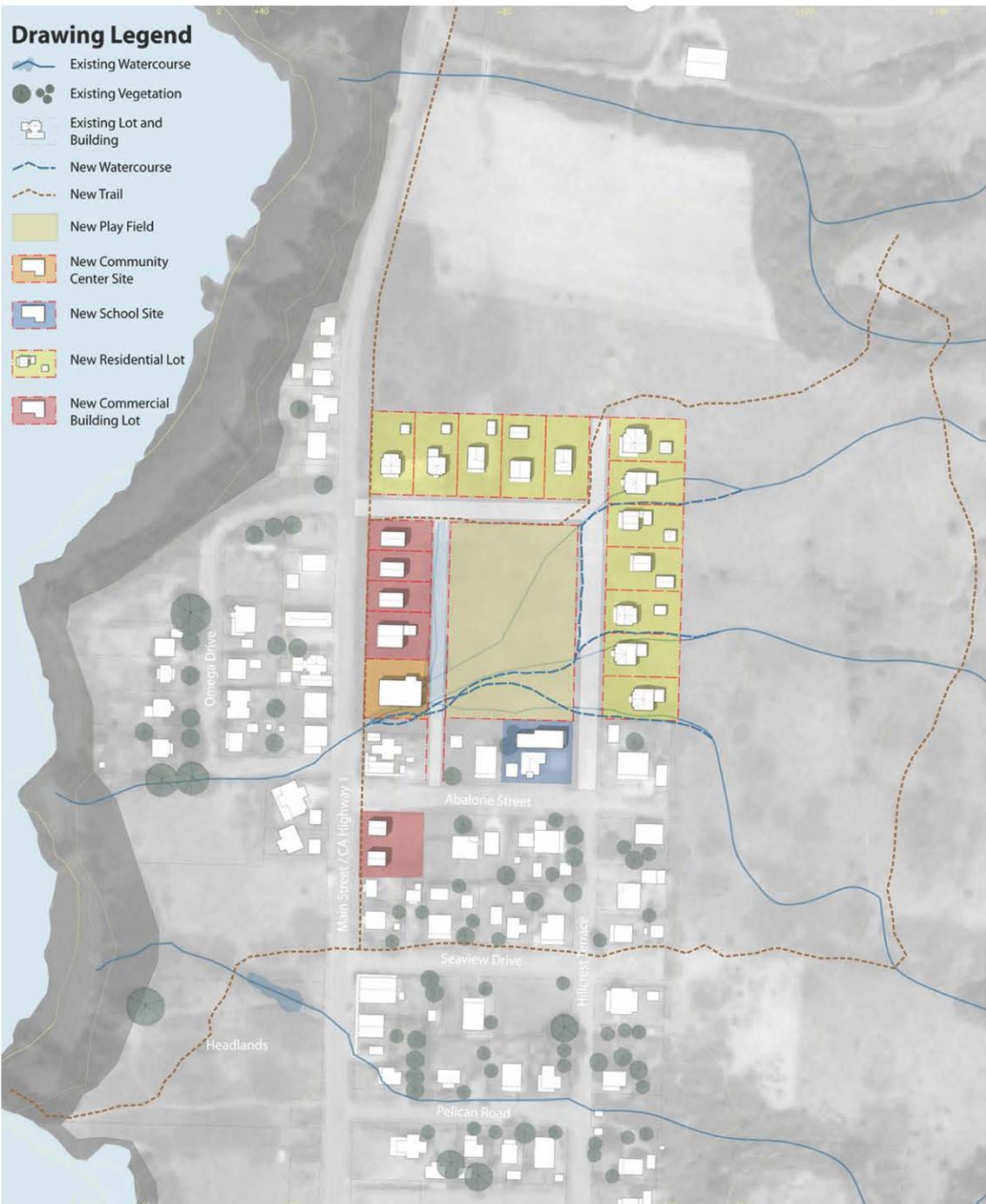


Developing a *spectrum*
of plan alternatives



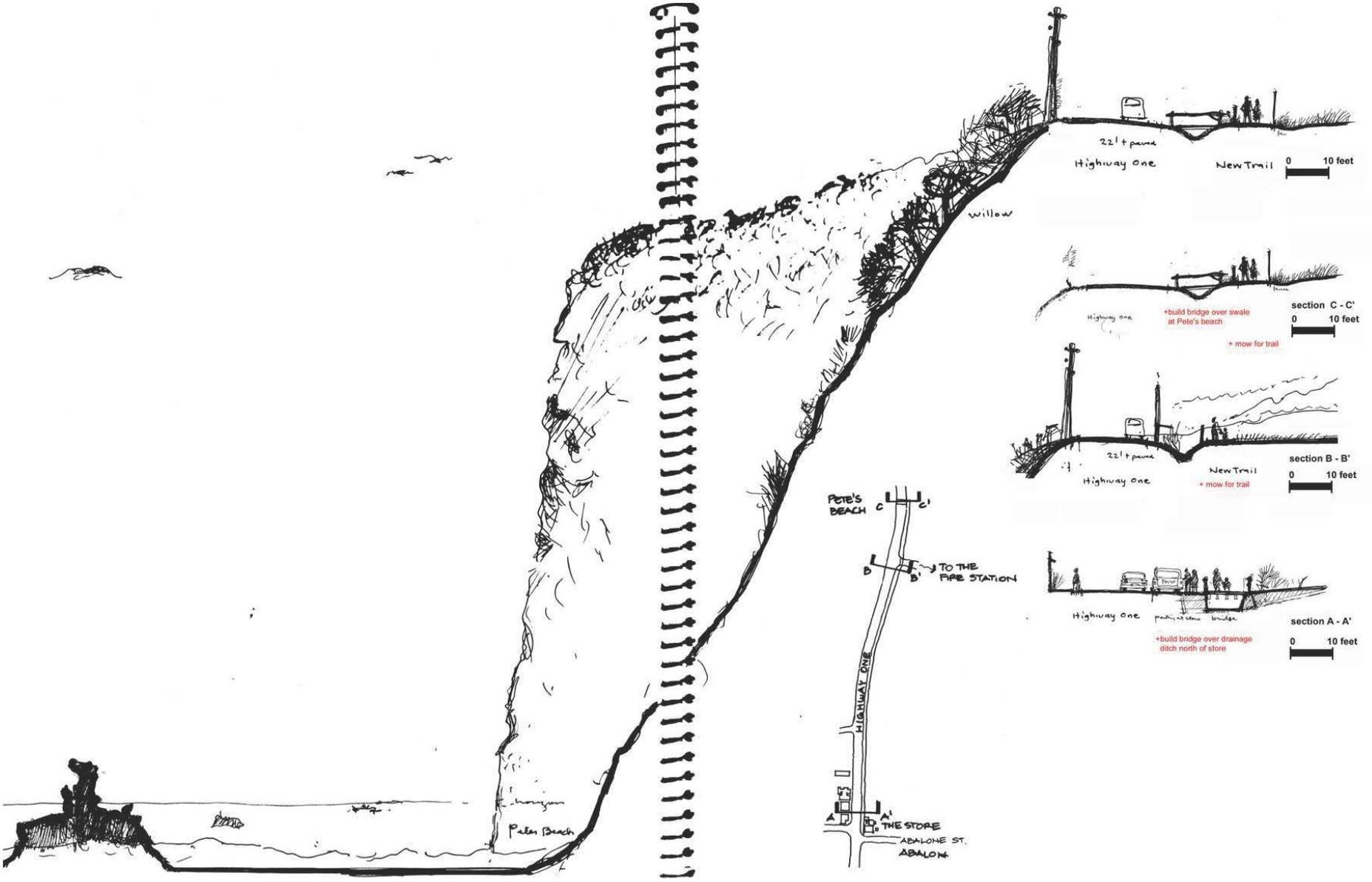
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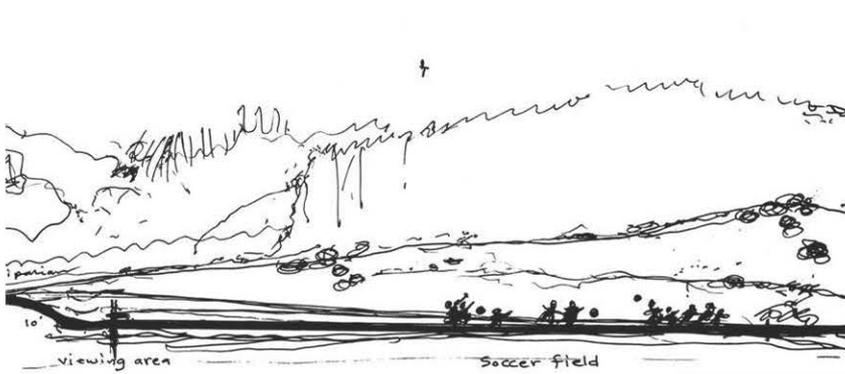
- Existing Watercourse
- Existing Vegetation
- Existing Lot and Building
- New Watercourse
- New Trail
- New Play Field
- New Community Center Site
- New School Site
- New Residential Lot
- New Commercial Building Lot



The *final* plan

Transferring
responsibility to the
community



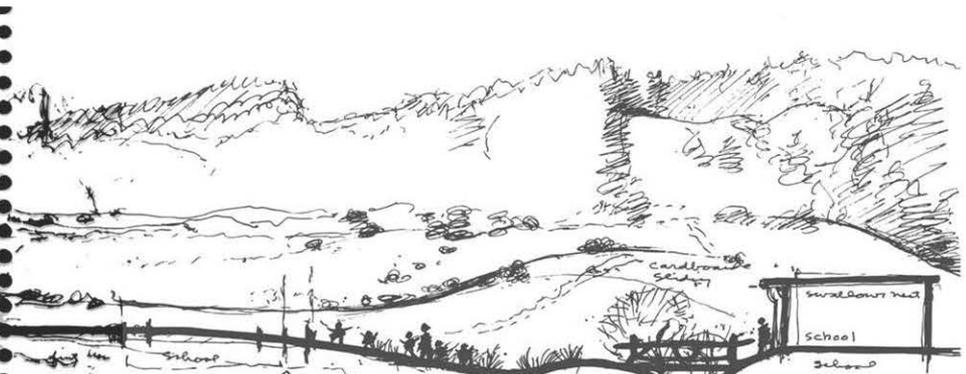


+ cut two feet

+ grade to create level field

+ fill one foot

lega Extension



+ fill two feet

+ create watergarden and nature study for school

+ expand riparian plants

+ build new bridge from school

0 20 Feet



+ Hillcrest extension

viewing area New Town Commons Soccer Field



+ new Community Center

0 25 feet

Discussion:
Learning from a
*Participatory Landscape
Science*
design process

“Repetita juvant”

Crafting the landscape

as a

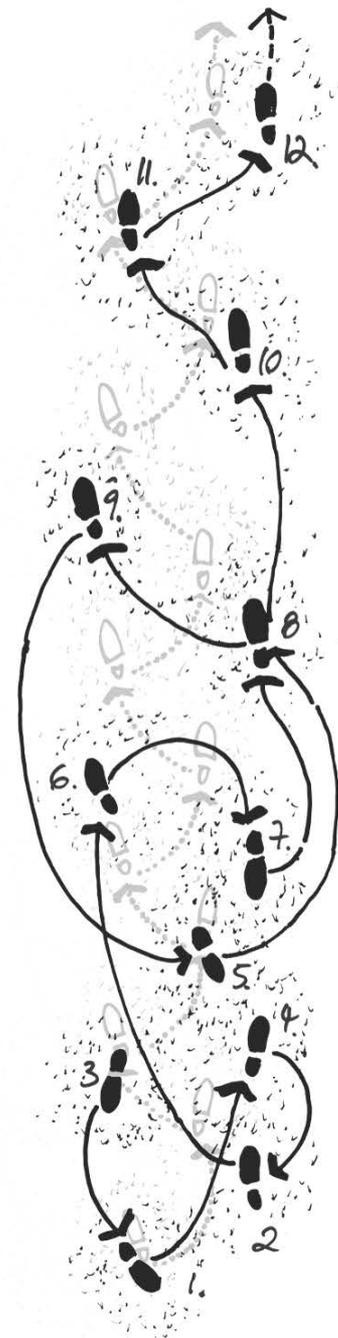
iterative dialogue

Reiterative

non-sequential

self adjusting

Continuous
feedback loop



CRAFTING
LIFESTOP

12. evaluating after
construction

11. transferring responsibility

10. evaluating costs and
benefits

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of plans

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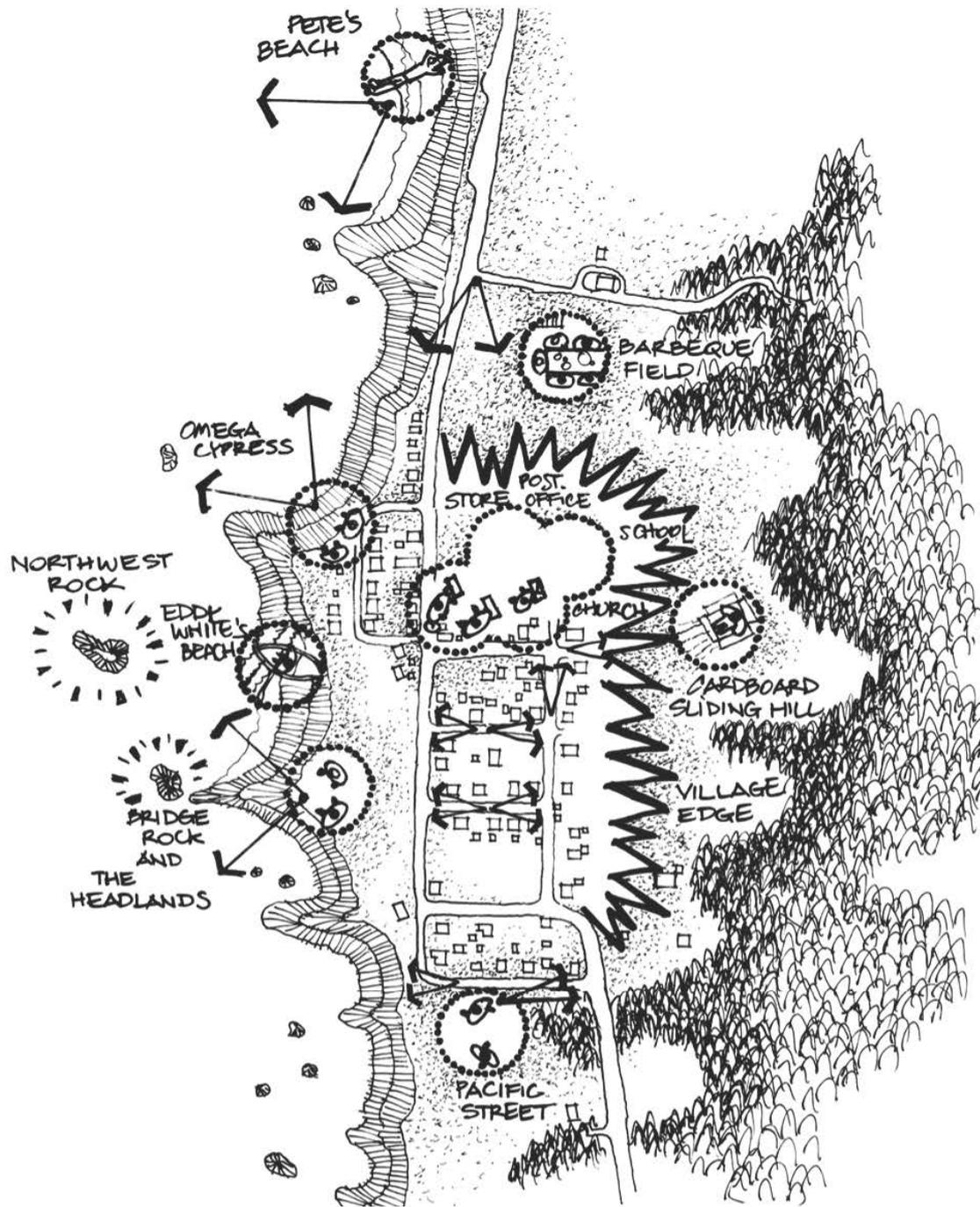
2. goals setting

1. listening

The “*view
from the inside,*”
and the importance of
careful listening

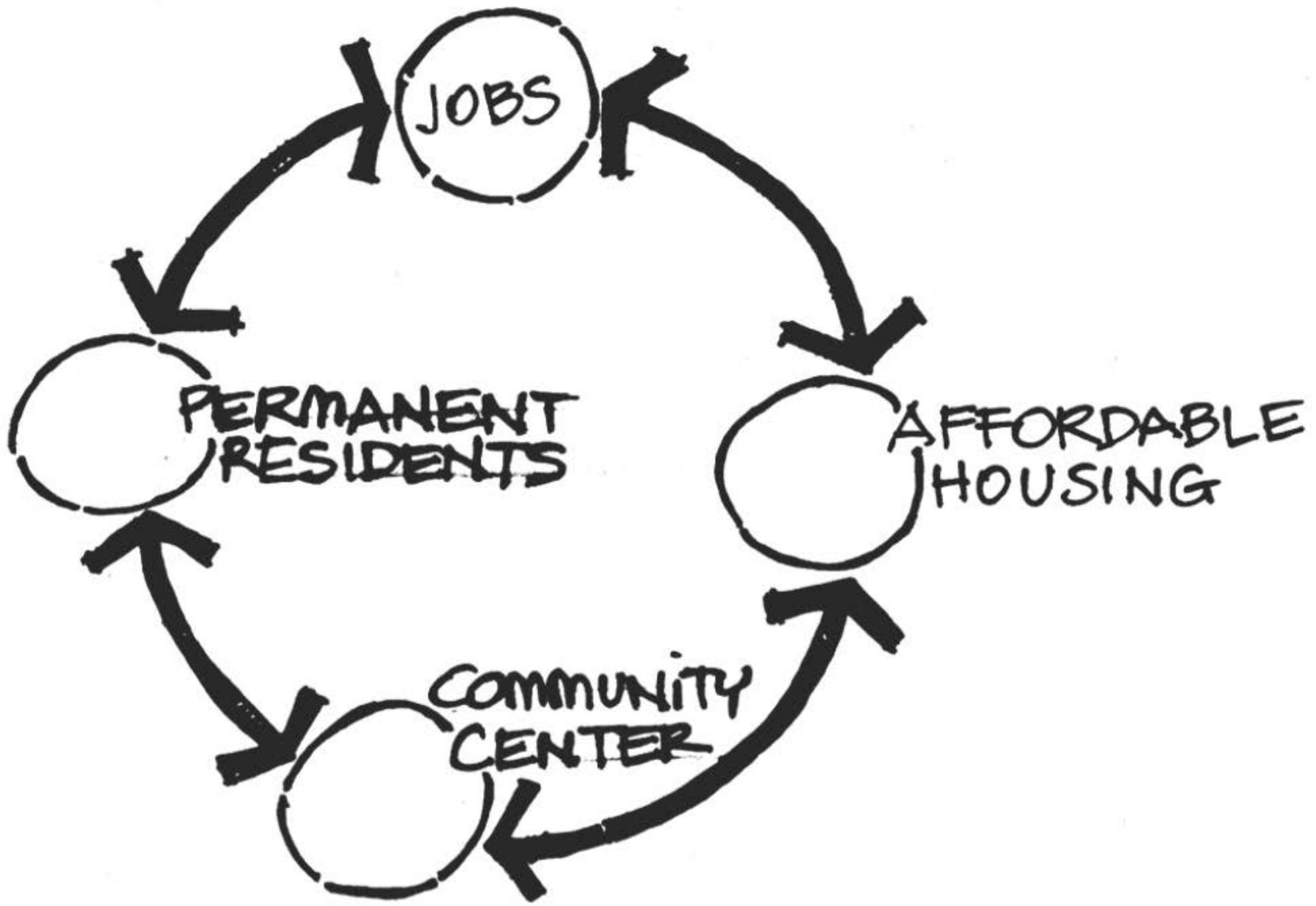
*“Listening, we understand
the meaning of what is
said in the context of the
speaker’s life”*

Forester, Planning in the Face of Power, 1989



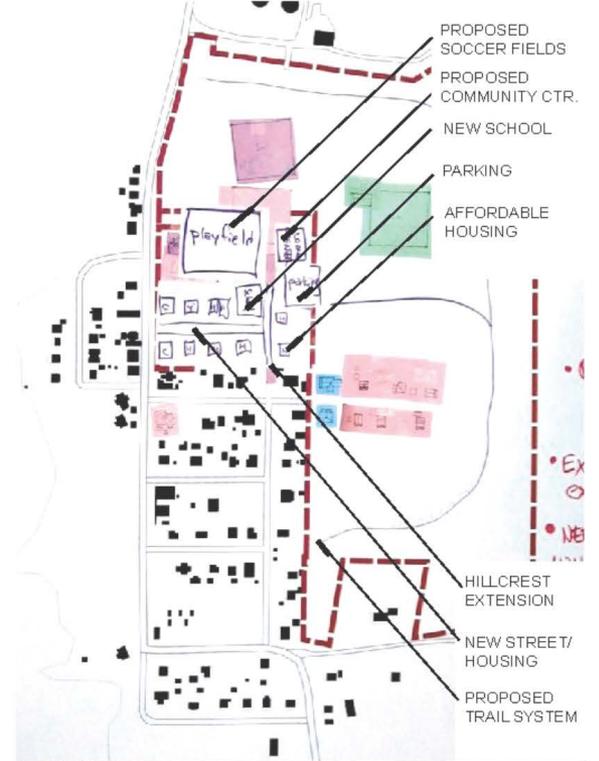
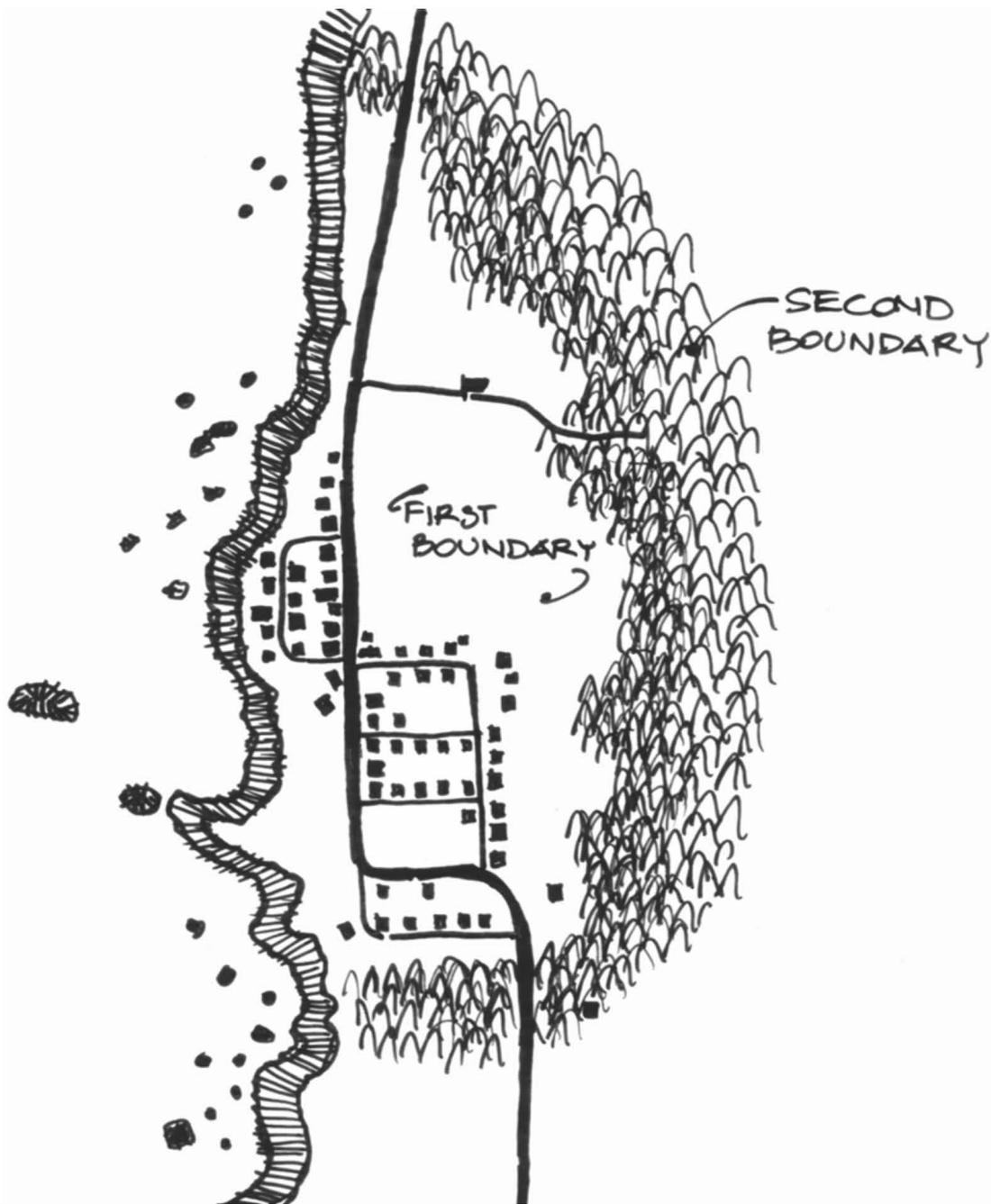
*“The words of the people
never changed, but our
understanding of them
became more nuanced”*

Westport Design Team



Spatial *literacy*,
identity
and the need for
an *active engagement*
with nature



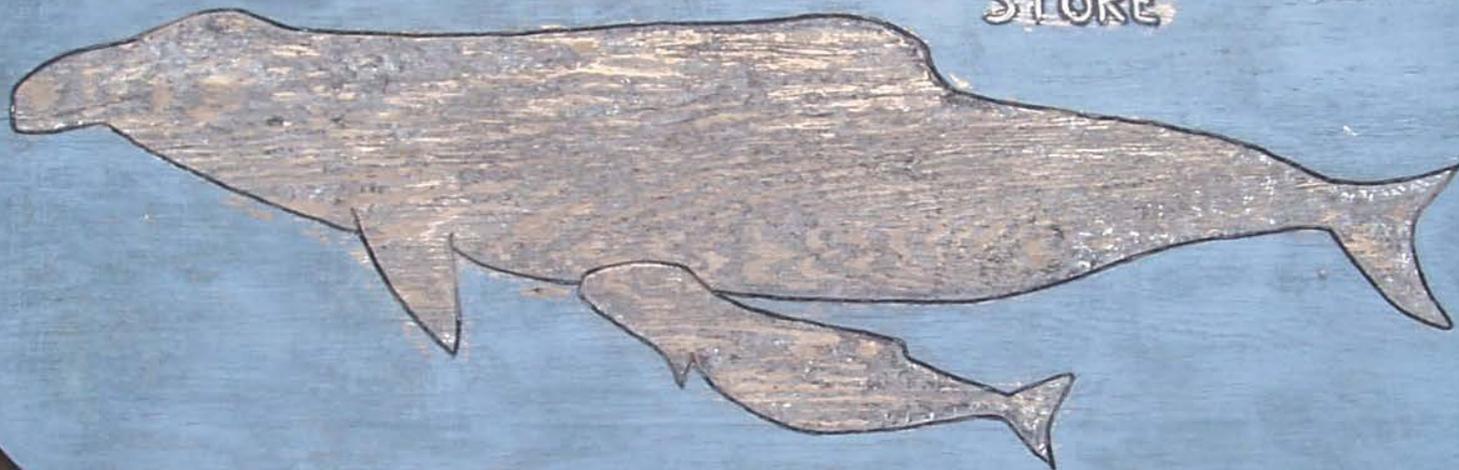




WEST PORT

COMMUNITY

STORE



WE HAD

A WHALE OF A TIME

IN WESTPORT

Photo credits:

Randy Hester,

Doug Kot, Antonia Viteri

Lauri Twitchell and

SPIRO, UC Berkeley College of
Environmental Design