**Design and Documentation for Themed Environments**

ARC5041 Section: 1489

***Class Periods:*** Wednesday, 2:30-5:30pm

***Location:*** CityLab Orlando

***Academic Term:*** Spring 2020

***Instructor:***

Steven Grant

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407-610-8325

Office Hours: Wednesday 10-12, and by appointment

***Course Description***

Survey of the interrelated discipline expertise in designing and documenting the “Show Support Environment”. The course addresses the interaction and integration of architecture, landscape and area development, interiors, facility engineering, show technologies and engineering, codes/standards, products/procurement, and sustainability to support the story and guest experience. Students research the integration of systems in a themed environment.

***Course Pre-Requisites / Co-Requisites***

ARC5990 Introduction to Themed Environments

ARC5993 Integration Practices for the Built Environment

***Course Objectives***

* Understand how a story line guides the development of a themed environment.
* Understand the integration of systems required to support a themed environment.
* Understand the impact of codes, standards, resources, and jurisdictions on themed environment development.
* Understand the integration of processes and tools used to design a typical themed environment.
* Understand the integration of techniques and processes used to manage the design of a typical themed environment.
* Understand the integration of techniques and tools used to document the design of a typical themed environment

***Methodology***

1. Students will develop a concept for a themed environment based on a predetermined premise statement and storyline provided by the class instructor.
2. “Systems”, as used in this course outline refers to the collective group of disciplines, trades, and components of a themed attraction that together are required to communicate and deliver that particular attraction.
3. Scope of Work document:
4. Students will write a Scope of Work document based on a design concept and the systems presented by the instructor and guest speakers each week. This Scope of Work document will consist of writings, drawings, matrixes, synthesis diagrams and lists.
5. The development of this Scope of Work document, and weekly discussions, will serve as the source of content for ongoing research and exploration of the process of design/fabrication and installation/construction of a themed environment with an improvement to an integrative process as a focus.
6. Each week additional information will be presented (discipline speakers and reading assignments). Students will add more detailed scope to the base scope document each week. The information presented will include:

* Codes, Laws, Standards that impact design
* Design Team Roles and responsibilities
* Design and documentation systems and tools
* Architecture, Interiors, Landscape Architecture, graphics scope.
* Facility Engineering systems
* Ride and Show systems

1. The architectural and engineering systems will be presented in order of when they are added to a facility (approximately).
2. This body of work is to be documented, refined, and packaged into a cohesive verbal + digital + analog presentation deliverable at the end of the semester.
3. Discipline focused paper: During the second class each student will be assigned a specific discipline/system (X) to research, and write a paper that answers the following questions:
4. What scope of work does X include?
5. How does X integrate with the other disciplines and systems?
6. How can X influence the story?
7. How does the story influence X?
8. What are the primary influences of this discipline/system within a themed environment? List both limitations and opportunities.
9. The purpose of this exercise is for each of the students to have a greater knowledge of a discipline/system so that they can support the presenter of this discipline/system during the class that it is being discussed.

***Materials and Supply Fees***

Not applicable.

***Required Textbooks***

* Lucas, Scott A, ed. *A Reader in Themed and Immersive Spaces*, Free PDF download or pay for a copy on a pay per print model. <http://press.etc.cmu.edu/content/reader-themed-and-immersive-spaces>
* Norman, Don. *The Design of Everyday Things.* New York: Basic Books, 2013.
* Pollan, Michael. *A Place of My Own: The Architecture of Daydreams*. New York: Penguin, 1997.
* “She Ji: The Journal of Design, Economics, and Innovation”. This Journal may be accessed via Science Direct. <https://www.sciencedirect.com/journal/she-ji-the-journal-of-design-economics-and-innovation/about/aims-and-scope>

***Recommended Reading***

* Campbell, Drew. *Technical Theater for Nontechnical People*. New York: Allworth Press, 2016.
* Hench, John with Peggy van Pelt*. Designing Disney: Imagineering and the Art of the Show.* 2003.
* Marling, Karal Ann, ed. *Designing Disney’s Theme Parks: The Architecture of Reassurance.*  Paris: Flammarion. 1997.

***Assignments***

1. **Design:** Students will develop a concept for a themed environment based on a predetermined premise statement and storyline provided by the class instructor.
2. **Reading Assignments**: Each class period will have reading assignments. See below.
3. **Writing assignments:**
4. Scope of Work Document: see description of Scope of Work document under *Methodology* above.
5. Discipline focused papers: see description of discipline focused paper under *Methodology* above
6. F**acility tour:** a tour of Disney Springs will be held. Attendance is required.

***Course Schedule***

**Class 1** (1/8/2020)

1. Class 1 Focus:
2. Review course focus and schedule
3. Review arts that themed environments pull from
4. Brainstorm themed environment concepst.
5. Assignment:
   * + 1. Develop the following as needed to present a show concept (this can be a team effort):
   1. Storyboards
   2. Plan sketches
   3. Section sketches
   4. Elevation sketches
      * 1. Read the following: <https://www.wbdg.org/design-disciplines/architectural-programming>

**Class 2** (1/15/2020)

* + - 1. Class focus: Develop themed environment concept
      2. Assignments

1. Write a Scope of Work document: see description of Scope of Work document under *Methodology* above.
2. Discipline focused papers: see description of *discipline focused paper* under *Methodology* above
3. Disciplines and dates due:
4. Civil engineering Class 4
5. Site Planning Class 4
6. Structural Class 5
7. Ride Class 5
8. Architecture Class 6
9. Mechanical (HVAC) Class 7
10. Mechanical (Plumbing) Class 7
11. Electrical Class 8
12. Fire Protection systems Class 9
13. Show Class 11
14. Interiors Class 12
15. Graphics Class 12
16. Landscape & AD Class 13
17. Read:
18. *The Design of Everyday Things*, Don Norman, pp 1-73
19. “Rendering Systems Visible for Design: Synthesis Maps as Constructivist Design Narratives”, Peter Jones and Jeremy Bowes, she ji, Volume 3, Number 3, Autumn 2017.

**Class 3** (1/22/2020)

1. Class Focus: Design and Documentation Overview
2. Assignments
3. Add to Scope of Work document
4. Reading assignment:
   1. *The Design of Everyday Things,* Don Norman, pp 74-122
   2. ADA: briefly review the following <https://www.ada.gov/regs2010/2010ADAStandards/2010ADAstandards.htm#c3>

**Class 4** (1/29/2020)

* + - * 1. Class focus: Codes, Laws and Standards that impact design
        2. Assignments: Read
  1. *The Design of Everyday Things,* Don Norman, pp 123-186
  2. Overview of Civil Engineering: <http://www.wbdg.org/design-disciplines/civil-engineering>

**Class 5** (2/5/2020)

1. Class Focus: Civil Engineering and Planning
2. Assignments
   * + 1. Read
3. “Movies, Rides, Immersion”. Florian Freitag. *A Reader in Themed and Immersive Spaces.* Ed. Scott A. Lukas. pp 125-130
4. Overview of Structural Engineering: <http://www.wbdg.org/design-disciplines/structural-engineering>
5. *The Design of Everyday Things,* pp 186-257
   * + 1. Develop Scope of Work based on presented discipline/system.

**Class 6** (2/12/2020)

1. Class Focus: structural systems
2. Assignments
   * + 1. Develop Scope of Work based on presented discipline/system.
       2. Read:
3. “Questioning “Immersion” in Contemporary Themed and Immersive Spaces”. Scott A. Lukas. A Reader in Themed and Immersive Spaces. Ed. Scott A. Lukas. pp 115-123.
4. Overview of Architecture: <http://www.wbdg.org/design-disciplines/architecture>
5. *The Design of Everyday Things*, Don Norman, pp 258-304

**Class 7** (2/19/2020)

1. Class Focus: Overview of architectural considerations
2. Assignments
   * + 1. Develop Scope of Work based on presented discipline/system.
       2. Read:
   1. *A Place of My Own*, pp x-29
   2. Overview of HVAC: <http://www.wbdg.org/design-disciplines/hvac-refrigerating-engineering>
   3. Overview of Plumbing Engineering: <http://www.wbdg.org/design-disciplines/plumbing-engineering>

**Class 8** (2/26/2020)

1. Class Focus: Overview of mechanical, plumbing and fire system considerations
2. Assignments
   * + 1. Develop Scope of Work based on presented discipline/system.
       2. Read:
   1. *A Place of My Own*, pp 30-98
   2. Overview of Electrical: <http://www.wbdg.org/design-disciplines/electrical-engineering>
   3. Overview of Engineering Technology: <http://www.wbdg.org/design-disciplines/information-technologies-engineering>

**Class 9** (3/11/2020)

1. Class Focus: Overview of electrical, lighting, low-voltage and audio and video systems considerations
2. Assignments
   * + 1. Develop Scope of Work based on presented discipline/system.
       2. Read:
   1. “Design beyond Design”, Kees Dorst, she ji, Volume 5, Number 2, Summer 2019.
   2. Overview of Fire Protection Engineering: <http://www.wbdg.org/design-disciplines/fire-protection-engineering>
   3. *A Place of My Own, Michael Pollan,* pp 99-175

**Class 10** (3/18/2020)

1. Class Focus: Fire Protection Systems
2. Assignments
   * + 1. Develop Scope of Work based on presented discipline/system.
       2. Read: Assignment-to prepare for Disney Springs Tour
3. “Complicated Agency”. Brian Lonsway. A Reader in Themed and Immersive Spaces. Ed. Scott A. Lukas. pp 239-248 [“The theme is meant, quite explicitly, to complement our identities; to enrich our play; to provide a more curious, and often more provocative, reality rather than to detract from it. Distraction, maybe; detraction, no”. (239) this reading is in support of the upcoming Disney Springs Tour]
4. “et in Chronotopia Ego, Main Street Architecture as a Rhetorical Device in Theme Parks and Outlet Villages”, by Per Stromberg, *A Reader in Themed and Immersive Spaces*, ed. Scott A Lucas. pp 83-92.
5. “Southern Food in an “Imagineered” World: Constructing Locality in the Hyperreality of Walt Disney World’s Disney Springs”, F. Evan Nooe. The Southern Quarterly. Fall 2018.
6. *A Place of My Own*, Michael Pollan, pp 176-222 (discussion during class 12)

**Class 11** (3/25/2020)

1. Class Focus: Tour of Disney Springs
   1. The design and layout of Disney Springs, Walt Disney World Resorts' newest retail, dining, and entertainment district is Inspired by Florida's waterfront towns and natural beauty.
   2. This tour will provide a look into the building styles, urban spaces, and how the new storyline influenced the style, architecture, color, and finishes of the new buildings and spaces.
2. Assignment:
   * + 1. Read: <http://www.wbdg.org/design-disciplines/lighting-design>
       2. Write a paper on the Tour of Disney Springs
          1. What was enlightening?
          2. Use the readings assigned to prepare for the Disney Springs Tour as reference for your discussion.
          3. What does not work in the design and implementation?
          4. What would you have done differently?
          5. Paper to be a minimum of 1500 words
          6. Use MLA style.
          7. Due on 4/15/2020.

**Class 12** (4/1/2020)

1. Class Focus: Show
2. Ride and show theming
3. Light effects and technology
4. Audio/video
5. Assignments
   * + 1. Develop Scope of Work based on presented discipline/system.
       2. Read:
6. “Sensory Design in Immersive Environments”. Gordon S. Grice. *A Reader in Themed and Immersive Spaces*. Ed. Scott A. Lukas. pp 131-138.
7. Overview of Interiors: <http://www.wbdg.org/design-disciplines/interior-design>
8. *A Place of My Own*, pp 223-301

**Class 13** (4/8/2020)

1. Class Focus: Interiors and graphics
2. Assignments
   * + 1. Develop Scope of Work based on presented discipline/system.
       2. Read: Overview of landscape Architecture: <http://www.wbdg.org/design-disciplines/landscape-architecture>

**Class 14** (4/15/2020)

1. Class Focus: Overview of landscape / area development considerations
2. Assignment: Complete scope document

**Class 15** (4/22/2020)

1. Class Focus:
2. Management of design process of interrelated systems within the framework (and priority) of the show design
3. Panel discussion: Firm structure and service - specialized and multi-discipline

***The above is subject to change based on guest speaker’s availability.***

***Attendance Policy, Class Expectations, and Make-Up Policy***

Attendance is mandatory and is recorded. Chronic absences and/or tardiness will have a negative impact on your grade, with a loss of up to 15% over your overall score (see grade breakdown below). If you must miss class, it is up to you to get the assignments and notes from your classmates. In the event of serious illness, family or personal crisis, arrangements can be made for attendance, missed exams or work. On this point, it is important for you to let me know of your circumstances as soon as possible. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

***Evaluation of Grades***

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Total Points** | **Percentage of Final Grade** |
| Scope of Work Document | 50 | 50 |
| Discipline focused paper | 15 | 15 |
| Disney Springs Paper | 15 | 15 |
| Participation/ Attendance | 20 | 20 |

***Grading Policy***

The following is given as an example only.

|  |  |  |
| --- | --- | --- |
| **Percent** | **Grade** | **Grade Points** |
| 90.0 - 100.0 | A | 4.00 |
| 87.0 - 89.9 | A- | 3.67 |
| 84.0 - 86.9 | B+ | 3.33 |
| 81.0 – 83.9 | B | 3.00 |
| 78.0 - 80.9 | B- | 2.67 |
| 75.0 - 77.9 | C+ | 2.33 |
| 72.0 – 74.9 | C | 2.00 |
| 69.0 - 71.9 | C- | 1.67 |
| 66.0 - 68.9 | D+ | 1.33 |
| 63.0 - 65.9 | D | 1.00 |
| 60.0 - 62.9 | D- | 0.67 |
| 0 - 59.9 | E | 0.00 |

More information on UF grading policy may be found at: <http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>   
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

***Students Requiring Accommodations***

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

***Course Evaluation***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .

***University Honesty Policy***

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

***Software Use***

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

***Campus Resources:***

*Health and Wellness*

**U Matter, We Care:**

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department**at392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

*Academic Resources*

**E-learning technical suppor***t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

**Writing Studio, 302 Tigert Hall***,* 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus***:* <https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf>.

**On-Line Students Complaints***:* <http://www.distance.ufl.edu/student-complaint-process>.