

Sample Syllabus
CP6055

(All Studios courses are uniquely tailored to the problem being addressed and hence have unique syllabi. This Studio was conducted in the Fall of 2017)

EXPLORATION OF PLACEMAKING STRATEGIES
JIMMY CARTER BOULEVARD CORRIDOR
for the GWINNETT VILLAGE COMMUNITY IMPROVEMENT DISTRICT

FALL STUDIO

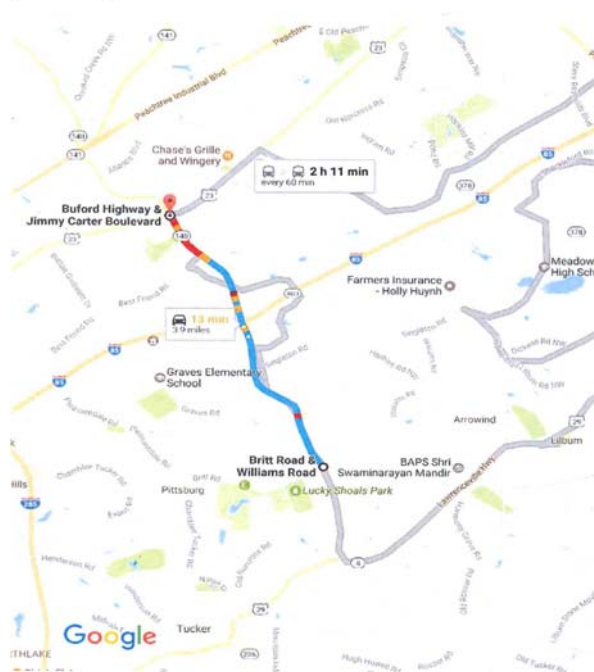
School of City and Regional Planning, Georgia Tech

MWF 8:00 - noon,
3rd floor Architecture East, easternmost studio spaces
Mike Dobbins, Professor of Practice
Christy Dodson, GRA

Introduction

The Gwinnett Village Community Improvement District, the largest CID in the state, over the years has carried out programs and projects to interact with and respond to its vigorous and changing markets. These efforts, recognizing growing demands for defining emerging identities, have prioritized physical responses that seek to make

y & Jimmy Carter Blvd



places that better reflect the people and the assets in the area. They build on the particular cultural characters of Gwinnett's diverse communities, particularly their higher density commercial corridors. The purpose is to transform commercial strips and nodes that emerged first to move traffic and then to house one-off, parcel by parcel development of different sizes for various uses. The goal is to build on the strengths of existing enterprises to create identifiable places of quality that become gathering places and that attract and focus future investment.

Learning Objectives

The studio is a capstone course, in which students combine and synthesize knowledge gained from their other courses, collaborate with each other in a team- and

project-based exercise, and work with clients and project stakeholders to produce an actionable report. Accordingly, learning outcomes include:

- Investigate current built environment and socio-economic conditions found in the Gwinnett Village CID
- Demonstrate conversancy with the theory and practice of comprehensive framework planning
- Integrate concepts and substantive knowledge from each student's area of specialization with that of the others' specializations, as well as with more general fields of planning, architecture, civil engineering, landscape architecture, development practice, public policies, and other disciplines, to make places that strengthen communities
- Formulate plans based on standards and measures common to good planning and design practice, that effectively synthesize academic knowledge with stakeholder knowledge within the larger context of government and private sector policies and practices
- Organize effective teams, fully participate in such teams, and effectively incorporate diverse skills and knowledge of individual team members into coherent, effective teamwork.

- Listen to, absorb, and to reflect diverse positions in the ongoing work process, especially that of the stakeholders affected by the projected place-making initiative
- Create written and graphic reports in various formats and present materials orally.

The SCaRP studio will undertake to fulfill these purposes and goals through a process of planning and design analysis, formulation of alternative scenarios, followed by preparing synthesized proposals for a framework action plan and strategy, all guided by the inclusive range of stakeholders that the CID has identified. The final report should aid in the decision-making processes that are guiding the future development of the area, including implications for nearby communities and jurisdictions. The CID will provide technical guidance and resources through the course of the studio, including an LCI program led by the Sizemore Group. We will be coordinating closely with the LCI program in terms of information and idea sharing, economic development analysis, transportation, and urban design approaches. During the studio, we will consider branding proposals being developed by Perkins/Will to review thematic and narrative possibilities for integrating our work into this larger context.

The work will require ongoing interaction among the transportation, urban design, land use, environmental, and community and economic development sub-disciplines. While focusing on the Jimmy Carter Boulevard corridor, larger contexts must be considered as well, including the whole of the CID area and associations with nearby and county jurisdictions. Fortuitously, Gary Cornell's Brookhaven studio, together with a workshop led by Ryan Gravel, focusing on Buford Highway, have enough conceptual overlaps that we intend to touch base with their work and vice versa. Prof. Cornell has arranged input panel sessions on some of the major issues facing his studios, the generalities of which are likely to apply to ours as well. The times and locations of these sessions are noted in the timetable below.

The scope includes review of all existing plans and proposals conducted for the area, as well as relevant county, regional, and state efforts. The studio will create an interactive data mapping system. It will examine current and future development trends in the context of growth drivers such as access, land ownership patterns, demand for quality places, local and regional connectivity, and so on. It will develop alternative scenarios for the patterns these growth drivers might produce, based on near, middle and longer term assumptions. The scenarios will consider the viability and longevity of existing development, the opportunities and prospects for land use transformations, and the dynamics of rapidly evolving transportation systems, networks, and parking.

Finally, the course emphasizes project learning. While I will provide overall guidance on the content and flow of the work, students will be thrown into work situations where they will be called upon to be largely responsible for organizing, prioritizing and performing the required tasks. Put another way, students will be more responsible for the structure and pacing of their work than in most other classroom situations, the purpose being to begin the transition from more intake (student) to more output (practitioner) roles. The

course will give students a handle on where they might fit into the realities of planning and implementation processes – how to get it done.

Work Plan

The project team will work closely with Marsha Anderson Bomar, her associates, and the citizen engagement process that she establishes. In addition, there will be coordination with consultants working on a branding program (Perkins/Will) and the Sizemore Group that is performing the LCI Study Update for submittal to ARC.

The project will be broken into these major phases:

- Start-up: Assembly and analysis of all relevant maps and data related to the project
- Introduction of the project to stakeholders
- Incorporating guidance from stakeholders and data analysis, prepare comprehensive framework sketch plan alternatives that identify the ranges of choice, timelines, and feasibility measures
- Presentation of alternatives to stakeholders as identified by the CID
- Incorporating feedback through the engagement process, prepare syntheses of the alternatives into a form that may be actionable by the CID, the county, ARC, or GDOT

We will establish a Google Drive or some other central repository for sharing documents at the beginning of this process. Social media presence to be guided by the CID.

Studio Structure

The studio meeting times are nominally set for Monday, Wednesday, and Friday from 8:00 to noon. These sessions will typically begin with lectures that will be relevant to the progress of the studio work, outside guidance, case studies, and commentary. Beyond the lectures, the time slots allow for visitors, small group meetings, and most importantly the designated time to work as teams on your work tasks. Work beyond the designated hours will occur at times and places that students and their teams will determine. The studio will make site visits, participate in community engagement sessions, as well as make presentations at the College.

We will organize ourselves to look at the problem through the lenses of transportation, urban design, land use, economic development, the environment, and housing and community development. The group as a whole will review the overview information available online, in hard copy and in the course folder, will make initial field trips, and prepare its preliminary analyses. We will present this output in a working session with the CID and LCI teams. Then, through feedback and interaction, we may resynthesize our team structure to delve more deeply into the issues and possibilities emerging from the initial screenings. Teams and individuals will share their work with the group during

studio time roundtables to develop cohesive, cross-disciplinary and comprehensive findings leading to alternative scenarios.

While I will provide overall guidance on the content and flow of the work, students will be thrown into work situations where they will be called upon to be largely responsible for organizing, prioritizing and performing the required tasks. Put another way, students will be more responsible for the structure and pacing of their work than in most other classroom situations, the purpose being to begin the transition from more intake (student) to more output (practitioner) roles.

The work tasks and deliverables are fleshed out in the schedule below:

Schedule, work tasks, and deliverables (subject to periodic modification)

PART I: Overview of overall study area, background information and problem definition (weeks 1 – 3)

- Review of syllabus
- Introduce problem(s)
- Review issues
- Sort out individual and team assignments
- Establish document sharing protocols
- Design reporting format
- Build GIS database using CID and other agency base mapping systems
- Identify and begin to carry out research tasks
- Identify relevant case studies and begin to document them
- Thoughts and reactions to the issues and opportunities
- Draft problem statements as base for scenario exploration

ASSIGNMENT #1, DUE for presentation on September 18:

- Organized draft of background information
- Working draft of problem statements related to preliminary scenario thoughts
- Absorption and incorporation of all relevant data
- **Power point presentation covering background and problem statements**

Week 1

- 8/21 3rd floor studio space: 8:15 overview lecture, review syllabus, set up studio space, review assignments, identify who does what
- 8/23 studio space: 8:15: convene to review assignments; 9:45: car share to drive the corridor for first impressions
- 8/25 studio space: 8:15: convene for brief reports on impressions; 9:00: Marsha Anderson Bomar lecture: introduction, background, purpose, and hopes for studio output; 11:00: taking stock of week one

Week 2

- 8/28 studio space: 8:15: work; 11:00: convene in studio space for lecture and review with me of progress on Part I checklist
- 8/30 studio space: 8:15: convene for joint meeting with LCI and Market Study consultants to explore mutual needs and coordination
- 9/1 8:15: studio space, work; 9:00: Room 259, transportation panel (lecture - with Brookhaven); 11:30: Studio space, roundtable updates

Week 3

- 9/4 Monday the 4th is Labor Day – no class
- 9/6 studio space, 8:15: convene for status on production of Assignment #1
Room 260, 9:00: economic development panel (lecture -with Brookhaven)
Studio space: 11:30: roundtable updates
- 9/8 studio space, 8:15: work
Room 259, 9:00: redevelopment and finance panel (lecture - with Brookhaven)
Studio space, 11:30: roundtable updates

PART II: Alternatives analyses and selection (weeks 4 – 9)

- Working with the CID team and incorporating stakeholder feedback, develop alternative scenarios that incorporate planning, urban design, street, highway, transit, bike/ped, parking design, community and economic development, environmental quality factors, and zoning and subdivision implications, all informed by the CID's community engagement process, with a second presentation to the stakeholder group

ASSIGNMENT #2, DUE for presentation on October 23: Comprehensive analyses and selection of two to four scenarios for further consideration and possible synthesis: **draft report and accompanying power point presentation**

NOTE: detailed schedule for Part II subject to outcomes and progress out of PART I and the scheduling of meetings with CID and consultant update meetings and field trips

Week 4

- 9/11 studio space, 8:15: work;
Clough 272, 9:00: inclusionary housing panel (lecture - with Brookhaven)
11:30: roundtable updates
- 9/13 studio space, 8:15: work;
Room 260, 9:00: urban design panel (lecture - with Brookhaven)
Studio space, 11:30: roundtable updates
- 9/15 studio space, 8:15: lecture, then convene to complete work on Assignment #1 for presentation to stakeholders on Monday 9/18

Week 5

- 9/18 studio space: 8:15: **Present Assignment #1** to Bomar, Gore, Sizemore Group, Bleakly, Dobbins, other faculty, and such stakeholders as the CID invites.

- 9/20 studio space: 8:15: lecture, then work; discuss and incorporate feedback into Assignment #2; 11:30: roundtable updates
- 9/22 studio space: 8:15: lecture, then work; 11:30: roundtable updates

Week 6

- 9/25 studio space: 8:15: lecture, then work; 11:30: roundtable updates
- 9/27 studio space: 8:15: lecture, then work; 11:30: roundtable updates
- 9/29 studio space: 8:15: work; 11:30: roundtable updates

NOTE: GPA fall conference in Columbus, 9/27 – 9/29

Week 7

- 10/2 studio space: 8:15: lecture, then work; 11:30: roundtable updates
- 10/4 studio space, 8:15: work
Room 260: 9:00: environment and eco-system panel (lecture - with Brookhaven);
11:30: roundtable updates
- 10/6 studio space, 8:15: work; 11:30: roundtable updates

Week 8 NOTE: Fall break 10/9 - 10

- 10/9 studio space, 8:15: lecture, then work; 11:30: roundtable updates
- 10/11 studio space, 8:15: lecture, then work; 11:30: roundtable updates
- 10/13 studio space, 8:15: work; 11:30: roundtable updates

Week 9

- 10/16 studio space, 8:15: lecture, then work; 11:30: roundtable updates
- 10/18 studio space, 8:15: lecture, then work; 11:30: roundtable updates
- 10/20 studio space, 8:15: work; 11:30: roundtable updates

PART III(a): Detail and/or synthesize selected scenarios (Weeks 10 – 13)

ASSIGNMENT #3, DUE for presentation on November 20:

Working draft of final studio report and accompanying power point presentation

- Building on Part II work and feedback and guidance from review team and client, detail and synthesize selected scenarios, leading to the preparation of a final report and final presentation
- Undertake a critical analysis, like a SWOT or other protocol to guide proposals for comprehensive planning, design, and development framework syntheses, in which conceptual development subsets might be further detailed

- As part of this work, suggest an **implementation strategy, including possible paths forward, timelines, regulatory, and funding possibilities** that the CID might consider for carrying forward the vision(s) that emerge
- Produce a draft report for presentation and dissemination among the stakeholders, feedback from which will inform the completion of a final report – this may also include a presentation to the CID Board

Week 10

- 10/23 Location to be determined: **Present Assignment #2** to Bomar, Gore, Sizemore Group, Bleakly, Dobbins, other faculty, and such stakeholders as the CID invites.
- 10/25 studio space; 8:15: Incorporate feedback from review into Part II work product and commence Part III Assignments
- 10/27 studio space; 8:15: lecture, then work; 11:30: roundtable updates

Week 11

- 10/30 studio space; 8:15: lecture, then work; 11:30: roundtable updates
- 11/1 studio space; 8:15: lecture, then work; 11:30: roundtable updates
- 11/3 studio space; 8:15: work; 11:30: roundtable updates

Week 12

- 11/6 studio space, 8:15: lecture, then work; 11:30: roundtable updates
- 11/8 studio space; 8:15: lecture, then work; 11:30: roundtable updates
- 11/10 studio space; 8:15: work; 11:30: roundtable updates

Week 13

- 11/13 studio space; 8:15: lecture, then work; 11:30: roundtable updates
- 11/15 studio space; 8:15: lecture, then work; 11:30: roundtable updates
- 11/17 studio space; 8:15: work; 11:30: roundtable updates

PART III(b): COMPLETION OF FINAL REPORT (Weeks 14 - 16)

ASSIGNMENT #4, Final studio report and accompanying power point presentation, DUE December 8:

Week 14 NOTE: Thanksgiving break 11/23 - 27)

- 11/20 **Present Assignment #3** to Bomar, Gore, Sizemore Group, Bleakly, Dobbins, other faculty, and such stakeholders as the CID invites.
- 11/22 Incorporate feedback from review into Part III work product and commence Part IV Assignments
- 11/24 **No Class:** Turkey recovery day – a time for reflection

Week 15 (11/27):

11/27 studio space, 8:15: lecture, then work; 11:30: roundtable updates

11/29 studio space, 8:15: lecture, then work; 11:30: roundtable updates

12/1 studio space, 8:15: work; 11:30: roundtable updates

Week 16 (12/4):**COMPLETE STUDIO FINAL REPORT - SUBMIT FOR PRINTING BY 12/8**

Evaluation and Grading

Grades will be determined according to attainment of the principle learning goals for the studio as described above, and including:

- overall support and contribution to the studio processes
- comprehensive research, analysis, conceptualization, and representation of strategies for attaining goals
- timely completion of assigned reports, mapping and other graphics
- contributions to draft final report
- successful and timely completion of final report;
- team effort
- individual effort
- initiative
- self-evaluation
- attendance – NOTE: more than three unexcused absences are grounds for lowering grades.

Grades will be assigned as follows:

- A: High performing professional-level engagement and products for both individual and team tasks
- B: Acceptably professional-level engagement and products for both individual and team tasks
- C: Generally acceptable professional-level engagement and products for both individual and team tasks, with some significant deficiencies
- D: Engagement and products for individual and team tasks are generally not professionally acceptable, with some areas of strength
- F: Engagement and products for individual and team tasks are generally not professionally acceptable

I will provide feedback on progress at each stage of the work program. In addition, each of you will provide a self-assessment at the end of the semester.

Course Policies

- Georgia Tech aims to cultivate a community based on trust, academic integrity and honor. Accordingly, the Georgia Tech Academic Honor Code will provide the ethical framework for monitoring and evaluating behavior and producing work for this studio. Please review it at <http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code>.
- Please see me at the beginning of the semester if you feel you need course adaptations or accommodations due to disability, or if you have any emergency medical information that I should know about, or if you need any special arrangements in the event the building must be evacuated. Students with disabilities requiring special accommodations must obtain an accommodations letter from the Disability Services Office at <http://disabilityservices.gatech.edu/> to ensure appropriate arrangements.
- Studio hours provide the space and time needed for effective team and individual work. Active participation in studio work during studio hours is therefore a significant contributor to high performance work. Unavoidable absences should be discussed with the course instructor. As noted above, more than three unexcused absences are grounds for lowering grades. Georgia Tech's policies on absences can be found at <http://catalog.gatech.edu/rules/4/>.
- All cell phones should be turned off during class.
- Laptops and PDAs are permitted in the classroom for the purpose of taking notes or for conducting research assigned in the class only – no pleasure surfing
- In case of emergency (i.e. fire, accident, criminal act), please call the Georgia Tech Police at 894-2500. Please note that Perry Minyard, IT Support Administrator, is also a firefighter and an Emergency Medical Technician (EMT) certified in performing CPR.

Office Hours and Availability

Generally, Tuesdays 1:00 - 3:00, or as arranged in advance. I will do my best to respond to brief email questions, briefly, within 48 hours.

Readings

Listed below are resources that you are encouraged to become familiar with in the course of researching the studio work elements. As the work progresses, I will be assigning from one or another of these documents or others pertinent to the work of subgroups and/or to the studio as a whole:

- Urban Design and People by me, Wiley 2009
- The Urban Design Handbook, by Urban Design Associates, Norton, 2013
- EcoDesign for Cities and Suburbs by Barnett and Beasley, Island Press, 2015
- Urbanism in the Age of Climate Change, Calthorpe, Island Press, 2011
- Lexicon of the New Urbanism by Andres Duany and Elizabeth Plater-Zyberk, download at www.dpz.com

- Retrofitting Suburbia by Ellen Dunham-Jones, Wiley 2011
- Sustainable Urbanism by Douglas Farr, Wiley, 2008
- The Planning Game by Alex Garvin, Norton, 2013
- The Death and Life of Great American Cities, by Jane Jacobs, Random House, 1961
- The Image of the City, by Kevin Lynch, MIT Press, 1960
- Time Saver Standards for Urban Design by Donald Watson, Alan Plattus, and Robert Shibley, McGraw/Hill, latest edition
- NYC Street Design Manual, 2015, available online
- Public Square, a CNU Journal, available online
- Local Planning, compiled and published by the International City Managers Association, latest edition.
- Envisioning Information and other books by Edward Tufte, from 1990s on
- Plus materials from PCAST and PN