**School of Architecture | Georgia Tech | Spring 2019**

**ARCH 7014/Arch 6072: Urban Design Studio 2**

**Equitable, Ecological Transit-Oriented Development: Greenbriar Mall and Campbellton Road**

**In collaboration with the City of Atlanta Dept of Planning and City Design Studio**

Instructor: Ellen Dunham-Jones, edj@gatech.edu

Meeting Times: M, F 1:25-6:25pm, W 1:25-3:25pm

Classroom: Hinman Building

Office Hours: by appointment

Office Location: 355 West Architecture Building

**Course Description**

The studio is required for students in the Master of Science in Urban Design, recommended for dual degree students in the M.ARCH and MCRP, and open to Master of Architecture students.

Urban Design Studio 2 provides MSUD students the opportunity to advance the ecological and community engagement skills learned in Urban Design Studio 1 by applying them to an entirely new context and design problem. However, Urban Design Studio 2 shifts the focus from natural to man-made systems – specifically how economic and transportation systems’ impact sustainable development patterns. In addition to a 10-12 week design problem where students subdivide land, design streets and street networks that integrate sustainable transportation modes, Urban Design Studio 2 incorporates the ULI Hines Student Competition for 2-weeks in January. This interdisciplinary design and real estate development competition requires students to form 5-person teams representing at least 3 different disciplines to produce comprehensive designs along with a pro forma indicating the cost of land acquisition, construction, rents and sales over a 10-year period for a designated site of 20-80 acres.

**Course Objectives**

* Demonstrate an understanding of the markets and economics necessary to make implementation of urban design proposals feasible in an entry to the ULI Hines Student Competition
* Demonstrate understanding of the history of inequitable urban design/transportation decisions and propose to repair them through equitable solutions.
* Apply green infrastructure techniques learned last semester to new conditions while expanding understanding of ecological urban design techniques relative to trees, soils, and habitat corridors
* Understand and be able to discuss the principles of Transit-Oriented Development
* Produce detailed street and public space designs that accommodate more sustainable modes of transportation and more equitable allocation of the right-of-way.
* Produce regulating plans and partial illustrative plans

**Research Questions and Project**

Can a struggling shopping mall, an underperforming arterial corridor, an unnecessary limited-access highway, and the auto-oriented suburban neighborhoods around them be retrofitted in ways that repair the damaged ecology and improve equitable access and opportunities for neighborhoods and businesses to thrive? How can the space of the public rights-of-way be reallocated to promote more sustainable and equitable modes of transportation in an area where 30% of households do not own a car? Can the addition of light rail and a next generation transit hub integrated with autonomous vehicles (AVs) and micromobility catalyze the design of a TOD (transit-oriented development) without causing displacement from gentrification? These are the big questions that will drive this studio (after we complete the ULI Hines Competition January 14-28.)

We will be inspired by the *Atlanta City Design*, (adopted in 2017) to build on Atlanta’s history of transportation investments (a railroad junction, a highway interchange and a global airport hub) to create the city as a meeting ground, designed for people. And in keeping with that document and recognizing the potential conflicts between these simultaneous goals: we will plan to accommodate **growth** in ways that will expand BOTH the city’s remarkable **ecosystems** of tree-covered hills and creeks AND cultural opportunities to live up to the ideals of Martin Luther King’s “**Beloved Community**.”

Our site is the Greenbriar neighborhood where Greenbriar Mall, Campbellton Road, and Langford Parkway/SR 154 meet Interstate 285 in southwest Atlanta. There are many reasons why our work on this site can be useful.

* In 2017 the *Atlanta City Design* designated Greenbriar and Campbellton Road as Growth Areas and clusters for Eco-Development
* In late 2018 the MARTA board approved the MORE MARTA plan calling for light rail extending 4-miles from the Oakland City MARTA station to a new transit hub at Greenbriar Mall.
* In 2019, the city expects to finalize its Urban Ecology Framework. Data is already available that can help us identify creeks that might be daylit or otherwise improved, old growth forests that must be protected if not expanded, and other opportunities to repair the ecosystems destroyed by development in the 1920’s-70’s.
* In early 2019, Sizemore Group will complete a Livable Centers Initiative update plan for the area funded by the Atlanta Regional Commission, (ARC). Produced before light rail was approved on Campbellton Road, and done with significant community participation, this plan serves as an excellent starting point for our ambitions.

Urban designers and planners with the City, the Atlanta Regional Commission, and Sizemore Group will assist us in understanding this site and reviewing our proposals.

Students will work as individuals at the beginning of the project on What if? scenarios exploring ecology and equitable mobility as the drivers of design. Students will then be paired based on complementary approaches to produce more comprehensive proposals.

The studio’s collective work will be assembled into a final report designed to be a companion piece graphically compatible to the *Atlanta City Design*. The style of the diagrams, the power and brevity of the text, and the power of the images should match and be augmented with more detailed regulating plans and partial illustrative plans and sections.

**Resources**

The complete suite of NACTO (National Association of City Transportation Officials) guidebooks are in the studio space and students are expected to use them: *The Urban Street Design Guide, Urban Bikeway Design Guide, Transit Street Design Guide, Urban Street Stormwater Guide*, and the *Global Street Design Guide.* There are also many readings on Canvas that students should scroll through. Other resources include:

* NACTO’s Blueprint for Autonomous Urbanism (as well as the NACTO hard copy books on street design standards) <https://nacto.org/publication/bau/blueprint-for-autonomous-urbanism/>
* The 2001 LCI plan, <https://www.atlantaga.gov/home/showdocument?id=27608>
* The 2019 LCI Update, <https://drive.google.com/file/d/1R3tg_8ObO8WYDInNUw3AIrlVL5ikIzU-/view>
* City of Atlanta Transportation Plan (2018 draft): <https://transportationplan.atlantaga.gov>
* City of Atlanta Urban Ecology GIS files: <https://www.arcgis.com/home/webmap/viewer.html?webmap=831e65e92aa9420bb90e7692b49641c8&extent=-84.5944,33.6693,-84.19,33.8443>
* Historic maps and photos. HistoricAerials.com can be useful. Here’s a link from Heytham Shatta: <http://disc.library.emory.edu/atlanta1928topo/#zoom=15&lat=33.68414&lon=-84.49111&layers=BT>

**Schedule**

Week

1) 1/7.9.11 M – 1:30-3:30 attend D+R studio presentations, meet in studio at 3:45 for intro to the semester and reading assignments.

* **6:30-7:30, ULI Workshop 1,** Hinman Cave: Cassie Branum of Perkins + Will, “Draw Like a Graphic Designer” and Zach Lancaster, “Programming Tools”
* Assignment: by Weds 1/9, scroll through *25 Great Ideas of New Urbanism*, read chapters 2, 6, 7, **8**, 9, **11**, 12, 22, 24, and 25. Think about these readings relative to Greenbriar and prepare questions for June and Allison.

W – 1:30, discuss readings. 2:30 – **prepare questions** for class discussion w June Williamson & Allison Arieff, followed by REDESIGNING CITIES Episode 2, from 6-7:30

* Assignment: by Feb. 1 read *The Atlanta City Design*, <http://www.atlcitydesign.com/acd_book.html>

F – 1:30, Lecture on Transit-Oriented Development, followed by Portfolio Review in studio. Bring a copy of your portfolio.

* **6:30-8, ULI Workshop 2,** Hinman Cave, John Goff, DaVinci Development and Geoff Koski, Bleakly Advisory Group, “Think Like a Developer.” They will be followed by Tara Garland, DaVinci Development, and Clare Healy, MCRP + MRED, the financial leads for last year’s 2 GT finalist teams with tips for how to best integrate design and finance in the competition.

2) 1/14.16.18 M – 10am, ULI Competition starts. 1:30, everyone should read the brief. Ellen meets w Jennifer Johnson. 4:00, class discussion of the brief.

W – 1:30, class discussion of resources, desk crits

* 4pm - Dana Buntrock SoA Lecture

**F – 3:00-7:30:** **ULI Pin-Up, Hinman Cave**

3) 1/21.23.24 M – Martin Luther King Holiday, no classes

**Th – 4-8pm** **Review of** **ULI** **Board Mock-Ups**

F – team work, EDJ out of town

4) 1/28.30.1 M – 5:00pm ULI Competition concludes.

W –3:30 class discussion w Mitchell Silver & Maurice Cox

* 6-8, REDESIGNING CITIES Episode 3, Redesigning Parks as Social Infrastructure

F – 1:30 Hand out What if Assignment, students to have read the LCI report, *The Atlanta City Design,* Lecture and Discussion with Bill De St Aubin, presentation on the city’s Urban Ecology data

5) 2/4.6.8 M – Site Visit – bring cameras and maps to mark up

* Mount exhibition of ULI boards in the Cohen Gallery

W – group diagramming of the problems and opportunities of the sitewith Ryan Gravel

* 6pm: ULI Competition Exhibition Opening

F – What ifdesk crits

6) 2/11.13.15 M – **What if Pin-Up,** form pairs

W – pairs desk crits

F – pairs desk crits

7) 2/18.20.22 M – **What if review** with external reviewers, form teams

W – Review debrief. Studio conversation on next generation transportation with Robin Chase & Gabe Klein

* 6-8, REDESIGNING CITIES Episode 4, “Redesigning Cities for the Collaborative Economy”

F – Hand out Public Rights-of-way Allocation assignment, team desk crits and Career Fair

8) 2/25.27.1 M – **Team pin-ups**

W – transportation workshop

* Zena Howard SoA Lecture, 4pm

F – Team desk crits

9) 3/4.6.8 M – **Team pin-ups**

W – Group diagramming of the introduction to the final report: site documentation, problems and opportunities

* Mikyoung Kim Landscape Architecture Lecture, 4pm

F – Team desk crits

10) 3/11.13.15 M – Team work

W – 11:00-4: **Midterm Review with external reviewers: group introduction to site documentation; team what if story, diagrams & text, regional scale street plan, area masterplan, sketches of public spaces to be further developed**

* Lynette Widder SoA/SLS lecture 4pm

F **– Field Trip to Serenbe ecovillage and back to Greenbriar**

11) 3/18.20.22 SPRING BREAK

12) 3/25.27.29 M – Hand out Public Space Assignment, Midterm debrief w teams

W – team work, late afternoon studio conversation with Peter Calthorpe & Rob Kunzig on climate change

* REDESIGNING CITIES Episode 5, “Redesigning Cities for Climate Change”

F- **Team Pin-Ups of public spaces**

13) 4/1.3.5 M – team desk crits

W – team desk crits

F -**Pin-Up of final diagrams and text**

14) 4.8.10.12.13 M – Team desk crits of final board mock-ups

W – team work

F – team work

Sat – **Final Review with external reviewers**

15) 4/15.17.19 M – Teams work on finalizing drawings for the report

W - Individual work on portfolios

F – 12:30, **Submittal for faculty portfolio review,** 3:30, professional portfolio review, teams work on laying out their final report pages

16) 4/22.24.26 M – **Teams submit final pdf for the report,** Studio Clean Up Day, mount studio exhibition

W – class discussion with Mayor Joe Riley and Jess Zimbabwe

* 6-8pm: REDESIGNING CITIES Episode 6, Gentrification without Displacement?

F –1:30, EDJ to return marked-up pdfs. 3:30, SoA Awards and Exhibition Reception

17) 4/29.1.3 M – **Final submission of team reports**

F – Commencement

# COURSE POLICIES

**Attendance**

Attendance at all class meetings is mandatory and crucial to successful completion of this course. If you do not present your work or participate in class your course grade will be affected. Attendance will be taken at the beginning of each class period and punctual arrival is required. Late arrivals or departures from class will be counted as absences; more than two unexcused absences or three total absences will be grounds for reduction of your course grade by one full letter grade. Absences will be excused only for medical or family emergencies documented in writing. Don’t jeopardize your overall performance and course grade by skipping class. You are not allowed to work on assignments for other courses during class meeting times for this course.

Your grade for this course will be determined based upon the quality of the work you produce, your improvement over the course of the semester, completion of required course assignments, quality of class participation, and attendance, attitude and ethical conduct.

# Grading

Students will be evaluated on their individual performance, even though much of the work will be done in teams. Grading is at the discretion of the instructor. Effort, evidence of growth and learning, and collaboration with others will constitute half of the grade. The other half will be based on the production of work that is well-researched, coherent, complete, and inspiring.

A grade of “A” means that the student has clearly understood the aims of the studio and been self-motivated to exceed them with exceptionally good work.

A grade of “B” means that the student has met the requirements, has consistently advanced the work with good attention to the criteria.

A grade of “C” means that the student has satisfactorily met only the minimum requirements for the studio, the work is undeveloped and/or does not reflect a consistent and adequate effort.

A grade of “D” reflects significant attendance problems, unsatisfactory work and failure to meet a significant number of the requirements of the studio. A grade of “D” means the studio must be repeated.

A grade of “F” means failure to meet almost all of the studio requirements and requires that the studio must be repeated.

If the grade is disputed, a student may appeal to the instructor for a review. If, after the review, the student still believes that a grade has been assigned unfairly, the student may submit a written request for a grade appeal to the School Chair. The petition must clearly state the reasons for the appeal. A committee of faculty and students will convene to review the work and make a decision as to whether the grade will stand or be changed. Petitions must be settled and a final grade submitted to the registrar no later than three weeks after the end of the term in which the course was completed. The School Chair will inform the student of the committee’s decision regarding the grade appeal, and their decision is final.

A student may receive a grade of incomplete (I) by requesting permission from the instructor prior to the date of the final examination or presentation. Permission will be granted only under extraordinary circumstances and usually for medical reasons. Incompletes must be fulfilled to the satisfaction of the instructor no later than six weeks after the end of term.

# Academic Integrity and Conduct

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. All Georgia Tech students should familiarize themselves with and abide by the Georgia Tech Honor Code <http://www.catalog.gatech.edu/rules/18/>.

Student work that presents the ideas or words of others as the student’s own adversely impacts the whole school and may lead to immediate dismissal. Academic dishonesty, including cheating, plagiarism, commissioning academic work by others, or performing academic work on behalf of another student, is strictly prohibited. All persons in the classroom are expected to behave with courtesy towards others and in a way that does not interfere with the regular conduct of the class. Cell phones are to be turned off when students enter the classroom and should remain off for the duration of class: <http://www.catalog.gatech.edu/rules/19/>

# Special Needs

Any student with a disability, that may require accommodation, should contact Office of Disability Services at 404-894-2563 or visit <http://disabilityservices.gatech.edu> to make an appointment to discuss his or her special needs and obtain an accommodations letter. He or she should also schedule an appointment to speak with the course instructor.

# Emergencies

In case of emergency (e.g., fire, accident, or criminal act), please call the Georgia Tech Police at 404-894-2500. Please note that Perry Minyard, IT Support Administrator for the College of Architecture, is also a firefighter and an Emergency Medical Technician (EMT) certified in performing CPR.

# Ownership

Physical copies of student work submitted to the school to satisfy course requirements—including, but not limited to digital files, papers, drawings, and models—become the property of the school. It is assumed as no obligation to safeguard such materials and may, at its discretion, retain them, return them to the student, or discard them.

# Archiving

In some courses, selected students may be required to submit physical examples of their work or digital examples (on a clearly labeled CD), no later than one week after the end of term, to their instructors or administration for archiving. By enrolling, each student grants a license to reproduce and display his or her work. This is a chance for students to have their work shown online and potentially featured in forthcoming publications.

# College of Design Facility Rules and Guidelines

Please consult the Georgia Tech Student Handbook regarding the use of facilities and all Institute policies. Aerosol sprays of any kind are strictly banned from the studio and surrounding areas. A new spray painting booth is now in operation in the College of Design shop, on the ground floor of the East Architecture Building.

Shop Use: All students using shop facilities must first have completed an orientation. Safety first, always! Noise should be kept to a minimum. Music may be listened to only through headphones, including evenings and weekends.

Studio Housekeeping: Students should feel free to organize their space creatively and expressively, but with respect to others around them. Try to prevent clutter from becoming a nuisance, distraction, or a hazard. The cleaning staff makes every effort to determine what is and is not trash, but their job can be made easier if you keep drawings and models off of the floor.