Design of New Communities
ARC350R, ARC386M, CRP386, LAR388
Professor Simon Atkinson
Fall 2017
Mondays 6:30 pm to 9:30 pm
BAT 101

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Course Description
This graduate seminar examines the search to establish new sustainable communities, environments that are livable, humane, accessible, compact, integrated, resourceful, and with low carbon footprint. As such, designed neighborhoods should also offer delight, be supportive of children, and built to last. The seminar therefore looks at the ideals, theories, and principles that people have held in the belief that a designed community is preferable to random incremental growth, commonly referred to as sprawl. These experiments act as models of “ideal” layout and design.

The seminar is structured in three sections, each reviewed against an economic, social, and political context:

1. Early Model Settlements. This section considers the basic ideas towards the formation of designed new communities in non-urban and urban settings from early origins. Early 19th century concepts are explored as a basis to a thorough examination of the garden city and garden suburb movements, and opposing deterministic propositions of architects. This leads to contrasting views of 20th century ideals ranging from planned suburbs to new towns.

2. Late 20th Century Settlements. An examination of more recent theories and designed case studies related to the urban edge condition, and designed urban infill projects, plus ways that cities have approached rapid growth and expansion. An examination and critique of the work of the group broadly referred to as the “New Urbanists” is undertaken.

3. New Housing and New Communities. The twenty first century has seen rapid urbanization combined with a re-examination of the prospects of the inner city, often involving difficult, vulnerable, and brownfield sites. The Urban Land Institute Hines Competition has also focused on inner city communities. Examination of these, and the previous case studies, aims to promote understanding of pedestrian and bike systems, new transit, sustainable housing, and urban ecologies, innovations in energy, water, and waste.

By offering a critique of previous attempts at settlement design, theories and principles are devised for possible approaches towards the design of new communities in review city contexts. Recent built case studies are considered, particularly with regard to sustainable design practice. New designed communities in cities such as Stockholm, Malmo, Amsterdam, Freiburg, Vancouver, and London provide insight and principles for ways ahead. A central feature of this part of the seminar will be a design case study undertaken by students for the design of a new community.

Expected Learning Outcomes
A knowledge of the evolution of designed settlements, and the principles that have shaped them. Insight regarding values with particular reference to:

- design related to context;
- design and community;
- landscape, architecture and settlement design aesthetics;
- critical sustainable design practice;
• knowledge of contemporary housing design case studies.
*an introduction to design skills applied to the design of a new community

Course Requirements
Students are expected to have read background notes and readings in Canvas prior to the seminar. Class meetings will take the form of a careful presentation of selected case studies requiring thoughtful discussion as the means to eliciting key principles informing settlement design. Participants will be expected to produce to scale drawings and critical argument in examining a range of planned and designed settlement, as well as making their own proposals for a future settlement.

Assignments
There are four assignments to meet the requirements of this graduate seminar.

**Historic case study:** fact sheet; to scale plans; photographs and review of a historic designed settlement. And a review of previous Hines completion entries.

**Case study of a designed community:** a built design from the last twenty five years, - drawn plans and base information leading to a review of it’s basic philosophy, and a design critique. Here we will, in particular, examine critical components leading to the success of a community such as green and recreation space; cycling and walking environments; development of alternative energy and water collection systems.

**Design of a new community:** this is a group design for a new framework for urban form related to transit.

1. Readings, book review, and attendance 10%
2. Historic case study 30%
3. Contemporary case study 30%
4. Designed community 30%

Grading Policy
**A+** Exceptional (the university computer does not accept beyond an A, but I will notify anyone in this category)

**A** Work is inventive, appropriate, shows verbal and visual ability, is conceptually vigorous, and insightful

**A-** As above, but with scope for further development

**B+** Strong, well researched and thorough work, diligently pursued, and successfully completed. Student pursues ideas and suggestions presented in class and completes all work. Demonstrates potential for excellence.

**B** Strong, well researched and thorough work, diligently pursued, and successfully completed.

**B-** Strong, well researched and thorough work, diligently pursued. One or more assignments or projects requiring further development.

**C** Assignments and/or projects are not pursued with dedication or vigor. Assignments or projects are incomplete in one or more areas.

**F** Unacceptable work

**X** Offered where there are clear personal circumstances indicating that it would be inappropriate to offer a final grade at that time.

Suggested References
**A Systems Approach to Community Design.** MIT 2016.
**Cities of Tomorrow.** Peter Hall. 1988.
Attendance
You are expected to attend each class session. A student with two non-excused absences may be asked to leave the class.

Americans with Disabilities Act (ADA) Policy Statement
The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Academic Integrity Statement
Strict standards of academic honesty will be enforced according to the University policy on academic integrity. All written work handed in by you is considered to be your own original work, prepared without unauthorized assistance. I expect that a student’s name on any assignment means that you have neither given nor received unauthorized aid.