

Part 3: Project Work – Urban Design

Responsible Teachers: Daniel Koch, Patrick Verhoeven, Francesca Savio

Runs: Thursday 21/9 to Friday 20/10 + Vernissage Friday 27/10

Activities: Project work in groups, Lectures, Study trip, Supervisions, Presentation

Deliverables: Group work project

Summative examination: Supervisions and final presentation of project

Course moment: PRO1, 6.0 Credits

Grading: A-F

Learning outcome examined:

- *Identify and apply planning and design methodologies that contribute to urban sustainable*
- *development, including tools for assessment*
- *Identify main characteristics of different city districts and analyse these in relation to urban*
- *sustainable development,*
- *Identify and characterise main actors of urban sustainable development,*
- *Creatively explore and critically analyse how planning and design can contribute to urban*
- *sustainable development of a city such as Stockholm in short and long time perspectives,*
- *Present proposals and analyses as text, drawings and/or illustrations as well as orally.*

In this part of the course, you will be introduced to Stockholm, to one another, and to discussing and developing concepts of sustainability, planning, and urban design via intense and focused project work where you learn from one another, in supervision, at presentation, and through the project you work on in groups.

Introduction: Sustainable Huddinge 2050

The project work asks you to develop a planning proposal for a more sustainable Huddinge. Huddinge is an urban area in the southern part of the greater Stockholm area. More than 100,000 people live in Huddinge municipality and the municipal center ('centralort') is also called Huddinge.

There is a lot more that can be said about the area, but doing so will be your first task: to acquaint yourselves with and characterise the area (focusing on Flemingsberg – Loviseberg - Glömsta). One important part of this is the study visit to Huddinge Friday September 22nd.

Sustainable Development Goals

The current globalised economy is fundamentally dependent on the availability of (relatively) cheap fossil energy. Many argue that with peak oil approaching and an intensified scarcity of also other non-renewable resources a transition to a more local economy will become a necessity. Not at least since that would empower people to have more influence over their future, thus supporting a higher robustness to fast changes in the global economy. Apart from affirming robustness, localised production enables better possibilities to ensure sustainable production methods by producers and production sites coming closer to consumers. Such a future scenario in which fossil fuels and other non-renewable resources are scarce and thus very expensive and localised production of goods and services

becomes a strategy to tackle this change is the point of departure for the Part 3 design project work of the course.

This strategy is described within one of the 17 Sustainable Development Goals (SDGs) that are developed by the UN and were adopted by Heads of State and Governments in September 2015. Within your project you will develop a planning or design proposal for Huddinge that would contribute to fulfilling as many of the 2030 Sustainable Development Goals (SDGs) as possible. The SDGs cover ecological issues, social issues and 'enabling' issues, however, to a large extent each SDG include a mix of social, ecological, economic, and/or institutional issues. The SDGs are concretised through altogether 169 targets. You find an overview of the SDGs, their associated targets, and lots of other resources at the SDG knowledge platform <https://sustainabledevelopment.un.org/sdgs>

How could a future Huddinge look like (densities, morphology, services etc.) if allowing for a substantial increase in local production of goods and services? How will the land use be distributed? What challenges does that impose to urban planners in planning for sustainable urban areas? Which key goods and services would be necessary to sustain locally? How can an urban area be planned to be attractive for its residents in their leisure time (since high mobility will be very expensive)?

Your task

The design project asks its students to consider, from their own professional standpoints, the potential and implications of the above scenario. What could we do *now* to be better prepared? How would we react *then* in order to maintain a quality of life we might all consider "good"? Jumping between the time of the present (2017) and that of the near-but-distant future (2050), students are asked to formulate strategies, propose design interventions, and develop alternate scenarios which take into account a radical decrease in globalised production and transport practices, and a crisis in non-renewable energies. How might we plan for and design production in a newly *localised* world?

Looking at recent flagship projects of sustainable urban development in the Stockholm region, for instance Hammarby Sjöstad and the Royal Seaport, they can be regarded as significant steps forward and great successes in many ways. They are, however, not enough for a fully sustainable and resilient planning and design practice for a carbon-neutral, ecologically, socially, and economically sustainable future. Furthermore, the high dependency of the surrounding municipalities on the Stockholm City core is both a condition and a steep challenge for these municipalities from this perspective. For a sustainable future, these municipalities need to develop perhaps even more than the city centre to address the sustainability issues at hand, while offering possibilities not available in central Stockholm. Therefore the design project will, after gathering references and developing a toolbox, *begin* with investigating where Huddinge needs to go, that is, what it must have become in 2050 (sustainable solution), and *then* investigate what steps need to be taken in the near future to enable such a development, and how far along the path can be reached in the shorter timeframe of 2030 (pragmatic revision).

The SUPD Design Project has three parts. The initial phase (1) covers the first week and incorporates: site visit, inventory, analysis, references, methods and toolbox. The second one (2a) is the Design phase focusing on a sustainable solution, while the third one (2b) is a pragmatic revision.

Submissions of the final presentation are due at 6pm Wednesday 18 October 2017, and must be presented publicly on Thursday 19 October 2017.

Part 1 Initial phase: Site visit, inventory, references, analysis, methods and toolbox

Weeks 38 – 39

Lectures and workshops working with theories, references and principles. At the end of these weeks the students should have developed a package of methods and tools as well as analysed references to work with in design practice that is both individual and common. These references should be examples gathered from an international (e.g. home) context from which principles and tools can be learnt. The focus is on exploring what implementing them in an urban design project leads in terms of solutions but also conflicts, contradictions, and adaptations.

Accompanying activities:

- *Introduction assignment (Thursday 21 September)*
- *Site inspection (Friday 22 September)*
- *Supervision references, methods and toolbox elements (Wednesday 27 September)*

Part 2 Design Phase: Concept, design, plans and details

Weeks 39 – 43

2a. A Sustainable Solution

A visionary project for Huddinge, where you within the given scenario and using a few selected enablers, techniques, and methods from the earlier package, are to make a thorough change to the area based on what a full-out implementation roughly 35-40 years into the future would lead to. This change must be on a substantial level on how life can be and is lived to enable a sustainable, resilient society.

The timeframe is set so that the scope is one where thorough changes can be made to (almost) anything. The aim is to investigate the consequences of the chosen means when implemented in something of an extreme, while remaining within urban design and some sort of potential future reality.

The purpose is thus on one hand to study effects on an urban design level in its concrete materiality of what can otherwise mostly be discussed as systems, ideas, singular projects, or concepts. On the other hand it serves as a conceptual training and sharpening of the ability to clarify concepts and translate them into urban form and to work with urban design as a method to investigate and analyse concepts and their consequences, problems and potentials.

This is to be presented on three different levels.

1. A regional level: the effects or requirements on urban form; unspecified scale. Diagrammatic presentation.
2. A comprehensive level: the major connections, volumes and systems show. Slightly depending on project, this generally means a scale level of 1:2000 and how much fits on an A1 panel. It also includes one section through the whole area.
3. A detailed level: entrances, sidewalks, crossings, stairs etc show. Scale 1:500. It also includes one or two chosen sections of important parts.

Accompanying activities:

- *Supervision sessions with development of project proposals*
- *Lecture "Planning for ecosystem services and resilience": see main course schedule*
- *Supervision analysis, concept, draft design (Wednesday 4 October)*
- *Mid-term presentation, part 1 and draft version of part 2a (Friday 6 October, digital presentation)*

2b. A Pragmatic revision

Working with the visionary plan from above the task here is to adopt this extreme solution to a more pragmatic one, within a 10-15 year scenario. At this point questions of what is possible, both economically and politically, become important as well as how the extreme solution of the former task weighs to other urban planning questions. From one perspective it's a reality check. From another perspective it becomes an investigation of (a) translation of vision into action, and (b) if we have the 35-40 year goal, what do we do *now*?

In this stage, the conflicts, contradictions, and problems of the plan from stage one get highlighted when introduced to a more pragmatic or realistic context when the full complexity of urban design is taken into consideration. This will mean questions of economical concerns as well as social. But also that there is a reasonable handling of the common urban design questions such as traffic, program distribution and program content, cultural heritages and history and so on. Since your plan is a pragmatic revision of the vision for 2050, this will also differ quite a lot from the Municipality's plans for the coming future.

This is, again, to be presented in three levels.

1. A regional level: the effects or requirements on urban form; unspecified scale. Diagrammatic presentation.
2. A comprehensive level: the major connections, volumes and systems show. Slightly depending on project, this generally means a scale level of 1:2000 and how much fits on an A1 panel. It also includes one section through the whole area.
3. A detailed level: entrances, sidewalks, crossings, stairs etc show. Scale 1:500. It also includes one or two chosen sections of important parts.

This stresses and allows for discussions regarding the *visionary* or the *wished*, and the *possible* or *pragmatic*, as well as the possibilities that emerge in different timeframes and how to work with longer term aims in the shorter scope in which urban design usually operates.

Accompanying activities:

- *Lecture "Cost-benefit analysis and valuation of ecosystem services" (Monday 9 October)*
- *Exercise: CBA and valuation (Monday 9 October)*
- *Lecture "Visual Communication": See main course schedule*
- *Supervision sessions with development of project proposals*
- *Final Critique presentation (Thursday 19 October, digital presentation of 4 x A1 posters); Submission deadline 18/10 18.00.*
- *Project Work Vernissage (Friday 27 October, 4 x A1 printed posters)*

Grading

The master level of the course means that the grading will also be judged on a master design level, comparable to a fourth-year architecture studio. Grading is primarily done by groups, A-F. The individual input at supervision and presentation is taken into account for individual grading if needed.

The grading will be based on an assessment of a range of criteria that map the intended learning outcomes and looks at the project from a set of different perspectives, which is then weighed together to assess the final grade. An F in any of the sub-categories will always require additional work to receive a pass, but the final grade after completing any additional task will remain a combination of all sub-categories.

A = Very good, demonstrates big amount of independency and originality B = Very good C = Good, with some deficiencies D = Good, but with quite some deficiencies E = Approved, but with big deficiencies F (x) = Supplement needed to be approved (A-E) F = Failed

A-F will be given for the following criteria:

- Main organising idea/concept
- Analysis in relation to proposal
- Interpretation of concept/which form it was given
- Intervention in relation to existing surroundings
- Strategic formulation/use of different functions as tools to realise your ideas
- Contribution to the project's stated goal of sustainable society and it's relevance in relation to course literature