

**PROBLEM STATEMENT II: Subdivision Design Standards to Subdivision Layouts**

**INTRODUCTION AND PURPOSE:** As a follow-up to our problem in which you compared model subdivision design standards, this problem requires you to apply them – other perspective - to subdivision layouts. Therefore, the purpose of this project is to give you practical experience in subdivision planning, design, and the expertise that landscape architecture can apply towards realizing quality of life in a subdivision community.

Your site for this problem – Queen’s Mill - is a small parcel of land on the eastern edge of historic Pendleton in Anderson County that has recently been developed as a housing subdivision. It’s within walking distance of the town green in Pendleton, and has the potential therefore, to offer a “town and country” character.

In developing this project, give careful attention to our first week of discussing the meaning of “community” and the tangible and intangible qualities and characteristics that define it. Additionally, you must apply elements of the model ordinances and regulations for subdivisions and land use that we focused on more recently.

**PROJECT APPROACH: Background and Analysis – Team Effort**

1. Locate the site – Queen’s Mill - and conduct a cursory analysis of it through Google Earth.
2. Articulate the various steps and content of a design and planning process and determine what facets of the inventory and analysis to apply for this project.
3. Visit the site.
4. Your site analysis should be mapped as a “composite” of information comprised of one or two documents. Importance must be given to site surroundings and general environs. Don’t overlook demographics and market.

**PROJECT APPROACH: Design Development – Individual Effort**

1. This design problem requires development of three subdivision alternatives for the site. First, one that applies Anderson County’s requirements inclusive of individual lots for a SFR “zero lot-line” development. Second, one that reflects content of the four model ordinances reviewed in Problem I. And, third, a cluster development that includes amenities in the second subdivision and optionally applies SFRs or townhouses.
2. Design development should follow the design process discussed in class and reflect an evolution from bubble diagrams, to conceptual design, followed by preliminary, and, subsequently, final design. You should have a design program and design criteria, that, in addition to what we have studied to date, give attention to energy and ecosystem services.
3. In developing your design, here are resources that you should probably apply.
  - a. The course text: [A Best Practices Primer: Accommodating Growth in Pendleton and the Upstate.](#)
  - b. [Getting to Smart Growth: 100 Policies for Implementation](#) Note: while this work is for highly urbanized areas for the most part, it’s worth considering especially since the books I have listed for reserve in Gunnin Library are not available at this time <https://climatechange.lta.org/smart-growth-100-policies/> To assist you in making a townhouse selection, consider the following resource (Allison Ramsey Architects), knowing that Pendleton in on the Historic Register <https://www.allisonramseyarchitect.com/>

**PROJECT APPROACH: Presentation – Team and Individual Effort**

Your work should initially consist of a “package” of drawings as follows. Sheet size and scale to be determined.

- A “comprehensive” site analysis sheet – plan and elevation views with graphics, labels and notes
- Conceptual plans using diagrammatic graphic, labels and notes
- A final presentation comprising the usual graphic and verbal documentation
- Don’t forget a standard title block as described in the course syllabus.

**EVALUATION:** Each solution will be evaluated in terms of graphic quality, including formatting/packaging, overall thoroughness and accuracy as well as research effort, and oral presentations.

**SCHEDULE AND DUE DATES:** TBD

**PROBLEM STATEMENT II: Reviewing and Comparing Three Model Design Standards**

**INTRODUCTION AND PURPOSE:** Land use or subdivision design standards are common to communities across the country and mandated by law. The purpose of this problem is to introduce you to three models for such standards – as follows – and to have you review, analyze, compare, and present a summarization of them.

<https://www.oregon.gov/lcd/TGM/Pages/Model-Code.aspx>

Article 3/Chapter 3 Community Design Standards

<http://www.pvpc.org/sites/default/files/PVPC%20Model%20Subdivision%20Regulations.pdf>

Section 5-1 to 5-8 Design Standards

[https://planning-org-uploaded-media.s3.amazonaws.com/publication/download\\_pdf/PAS-Report-556.pdf](https://planning-org-uploaded-media.s3.amazonaws.com/publication/download_pdf/PAS-Report-556.pdf)

pp117-124 Model Cluster Development Ord.

pp125-134 Model Ordinance to Create Physically Active Community

pp147-152 Model Street Connectivity Ordinance

<https://www.fairhopeal.gov/Home/ShowDocument?id=286>

pp30-65 Planning Design Standards

**PROJECT APPROACH:**

1. Form teams of two.
2. Read the pertinent content of the various standards contained in the preceding URLs. Remember that we are interested specifically in design content and not “boiler plate” information that does not cover the standards to be met for physical planning and design.
3. In digesting the reading content keep in mind that you are required to be analytical and ultimately comparative in presenting your work.
4. Make a reasonable effort to find imagery that can illustrate each of the standards in your final presentation. (See below under “Presentation.”)
5. After completion of the assigned reading and review, work with the other studio team members to develop a matrix as described below.
6. Ultimately, you will each review subdivision regulations for a city in the Upstate for possible inclusion in the matrix.

**PRESENTATION:** Your work should summarize the review and analysis you have made of the three sets of design standards as presented in a matrix.

On the left-hand side of the matrix create three rows that identify the community or source name of the standards.

On the top of the matrix set up a column for each of the basic and main standard typologies that are discussed the three design standard sets. There should be several columns given the number of standards that are referenced in the assigned reading.

Your matrix can be presented electronically, but its layout should fit on either a 24”x36” print-out, or a standard larger size as needed if it becomes necessary to make hardcopy.

Don’t forget a standard title block as described in the course syllabus.

**EVALUATION:** Each solution will be evaluated in terms of graphic quality, including formatting/packaging, overall content, thoroughness, and accuracy as well as research effort, and oral presentations.

**SCHEDULE AND DUE DATES:**

**Project II introduced:** “Model Subdivision Ordinances” **Aug. 26**

**Project II pinup:** beginning of class **Sept. 2**

**Project II final presentation:** beginning of class **Sept 5.**

**PROBLEM STATEMENT III: A Memorial Grove and Four Benches**

**INTRODUCTION AND PURPOSE:** As a statement of “community” – plus myriad other things – memorials in recent years have become an important facet of landscape architecture practice. For this project you are tasked with designing a grove memorializing the iconic Sterling High School in Greenville that served the historic Sterling neighborhood as a center of education and community for the students and residents of the area. In the early days of integration, in the early days of integration the high school was mysteriously razed, an event that is strongly recalled by its graduates and residents in the predominantly Black neighborhood.



As part of the memorial grove design the project also requires the design of a prototypical bench that will be the basis for four benches to be made from pecan wood that was salvaged from the Sterling Neighborhood when a iconic “monarch” pecan tree was blown down in a storm. Each of the benches should include a routed name of a prominent figure from Sterling’s past.

Client for the project are the Sterling Community Trust and the Greenville County Parks Recreation and Tourism Department, which owns the site and will be responsible for maintenance. Upstate Trees of Greenville will be a major facet of this project.

**PROJECT APPROACH: Background and Analysis**

1. Visit the site and conduct a cursory analysis of it through Google Earth.
2. Articulate the various steps and content of a design and planning process and determine what facets of the inventory and analysis to apply for this project.
3. Your site analysis should be mapped as a “composite” of information comprised of one or two documents. Importance must be given to site surroundings and general environs. Don’t overlook demographics and market.

**PROJECT APPROACH: Design Development**

1. As a team of eight engaged Trees Upstate to determine their process for providing and maintaining tree with emphasis on native trees. This can be done as a group conference call
2. Design development should follow the design process discussed in class and reflect an evolution from bubble diagrams, to conceptual design, followed by preliminary, and, subsequently, final design. You should have a design program and design criteria, that, in addition to what we have studied to date, give attention to energy and ecosystem services.
3. This project also requires construction of a contextual scale model.
4. Each MLA graduate student will also construct a one-half scale model of a bench based on the professor’s
5. Each of you will design a full-scale bench “face piece” with an inscribed name incised by the CNC router.

**SCHEDULE AND DUE DATES:**

1. Field visit and meet the clients – Wednesday, October 26
2. Site analysis due 4:00 PM Monday, October 31