



University of Tennessee, Knoxville
**TRACE: Tennessee Research and Creative
Exchange**

Chancellor's Honors Program Projects

Supervised Undergraduate Student Research
and Creative Work

5-2011

UniverCity Living Room

Stephen Townsend
stownse7@utk.edu

Follow this and additional works at: https://trace.tennessee.edu/utk_chanhonoproj



Part of the [Other Architecture Commons](#)

Recommended Citation

Townsend, Stephen, "UniverCity Living Room" (2011). *Chancellor's Honors Program Projects*.
https://trace.tennessee.edu/utk_chanhonoproj/1361

This Dissertation/Thesis is brought to you for free and open access by the Supervised Undergraduate Student Research and Creative Work at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Chancellor's Honors Program Projects by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

university living room

Stephen Townsend
Arch 480 / Fall 2010
Professor Shelton

table of contents

Framing	1
Locating	11
Supporting	41
Forming	63
Credits	67

question

university - an institution of higher learning authorized to confer degrees in various special fields

city - an incorporated municipal unit of the highest class...

symbiosis - the living together in close association of two dissimilar organisms esp. when mutually beneficial

community - a body of people living in the same place under the same laws

-The Merriam-Webster Dictionary¹

framing

question



fig. 0.1
seal of the University of Tennessee, Chattanooga

Historically, the university has indeed been a place of higher learning, a place in which one could learn things not taught anywhere else. For centuries, the university has been an exclusive club from which few could take advantage of its stores of information. Like a fortress protects its king and subjects, the traditional university safeguards knowledge, and promotes its growth within its walls. Only those allowed inside the fortress gates can take part in its development and benefit from its harvest, but the price of admission isn't cheap.

Over the last century with the growing influence of state-supported education, the university has become an option for more of the population, affecting more lives and increasing the public's desire to enroll. In fact, universities in 2009 saw a 17% increase in online enrollment and a 1.2% increase in overall enrollment for the year². Such increases show that enrollees are becoming more interested in alternatives to the traditional university at the expense of the university experience. An experience many would consider as valuable as the formal classes. This brings up the questioning of the state university's purpose. As part of its mission statement, the University of Tennessee, Chattanooga strives for "the creation of opportunities for those who seek truth, knowledge, and higher quality of life."³ Given this mission, shouldn't it make a greater gesture to the community of Chattanooga by teaching not only students but the community as well?

framing

question



fig. 0.2
view of market square, the living room of Krakow, Poland

People have always desired to live with one another in order to benefit everyone that is part of the group. First villages, then towns, and now cities, the growth of communities demonstrates the advantages of pooling effort and resources in order to improve the lives of the inhabitants. The city itself is an odd manifestation, behaving like an organism that expands and contracts over time. Chattanooga is no different from other American cities in this regard. And like many other cities, it lost sight of its purpose to improve the lives of its inhabitants, instead focusing on the output of its factories and manufacturing plants. This culminated in the announcement by Walter Cronkite of Chattanooga's status as the "dirtiest city in America"⁴ in 1969, awakening Chattanooga and spurring the city to chart a new course. This course would once again focus on improving the lives of the citizens, and its execution led to the creation of communal places of living. Since the formation of the Vision 2000⁴ plan in 1982, Chattanooga has made huge strides to becoming one of the most livable cities in America, but more can be done. In order to continue to improve the lives of Chattanoogaans, shouldn't the city create one place that could serve as the center for all city *living*?

framing

proposal



fig. 0.3
sculpture near Miller Park, an active cultural node

Such questions are vital to the future of the Chattanooga and UTC, and at the intersection of these two ideas lies an architectural solution. In order to address both the needs of the city and the needs of the university, a truly symbiotic relationship will need to be born. In this case, the idea is that of a *living room*. A seemingly simple term, but one with unique implications. The meanings associated with that term are boundless and innumerable, but never negative. In a home the living room is the place to visit with friends and family, share a meal, relax, a place to feel comfortable or to take refuge, but most importantly as its name implies it is a place to *live*. Common to both students and citizens, the living room is the ideal place to bring the university and city together.

Unlike programs or scheduled events, architecture is able to maintain a lasting presence and become a symbol for an idea. The embodiment of a new partnership between the university and city, the living room will serve as the physical center for all living activity in the city. Combining both student and citizen housing within a multifunctional communal space will act as a consistent catalyst for the development of this relationship. A place for the community to learn, relax, visit, interact, and feel comfortable, the living room will simultaneously allow the university to teach a greater number of people, and allow the city its next great step in improving the lives of its residents.

framing

precedent

Idea: Cohousing⁵
Origination: Denmark

An idea that originated in Denmark in the 1960's, cohousing takes the idea of a community and amplifies it. Residents own individual units or parcels, and then contribute towards certain communal spaces. These can include large kitchen and eating spaces, recreation facilities, workshops, and laundry facilities. Essentially, cohousing communities provide residents all the benefits and comforts of their own privacy while also offering all the benefits of a close-knit community. The combined resources and interactions of all the people in the community are beneficial to all of the residents.

Cohousing fits perfectly into the idea of the living room for Chattanooga. Proof that such communities can not only work, but thrive, cohousing shows that amenities can extend beyond those traditionally thought of. Such a system placed within Chattanooga will be able to bring the university and the city together in new and meaningful ways. In order to ensure success for the living room project, its foundation will be made of the tight community bond formed in its residential units.



fig. 0.4
view of a cohousing community in Cotati, California

framing

context

“Building transcends physical and functional requirements by fusing with a place, by gathering the meaning of a situation. Architecture does not so much intrude on a landscape as it serves to explain it. Architecture and site should have an experiential connection, a metaphysical link, a poetic link.”

-Steven Holl⁶



fig. 1.1
view of the Smoky Mountains, Cades Cove, TN

locating

context

"Now, three to three, ye stand. Commend the murderous chalices! Bestow them, ye who are now made parties to this indissoluble league. Ha! Starbuck! but the deed is done! Yon ratifying sun now waits to sit upon it. Drink, ye harpooneers! drink and swear, ye men that man the deathful whaleboat's bow - Death to Moby Dick! God hunt us all, if we do not hunt Moby Dick to his death!" The long, barbed steel goblets were lifted; and to cries and maledictions against the white whale, the spirits were simultaneously quaffed down with a hiss. Starbuck paled, and turned, and shivered. Once more, and finally, the replenished pewter went the rounds among the frantic crew; when, waving his free hand to them, they all dispersed; and Ahab retired within his cabin."

-selection from Herman Melville's *Moby Dick*
The context of the sentence identifies "Moby Dick" as a proper noun. The context of the novel identifies Moby Dick as the bane of Captain Ahab's existence.⁷

Context speaks to surroundings, that which exists or once existed around a particular point of interest. For most children, their first encounter with context comes during grade school in which "context clues" become a tool through which meaning is derived. The words found closest to the one in question often inform the reader of its use and perhaps its definition. Those more distant inform the reader of its importance and gravity. Taken separately, each portion of context lends helpful information; however, neither portray the full meaning of the word.

A similar situation exists within the realm of architecture. Context is a term of layers, it speaks both to immediate and remote factors simultaneously. Immediate factors can shape the form of the project with consideration of adjacent building heights, materiality, traffic patterns, both vehicular and pedestrian, local zoning, and building codes. On the other hand, distant factors can inform the weight and meaning of the project. History of the site, its proximity to important nodes, the influence of cultural areas, and its relationship to local landmarks all shape the sentiment of a site. All too often, architects focus solely on the immediate, the logistical side, and forget to instill meaning to their project. In such cases, the context has affected the project, but in the end the project has done nothing to reciprocate. By not connecting with the site the project listlessly occupies space, another shell with little meaning other than its function.

context

The responsible architect embraces the immediate and remote, reveling in the opportunity to create a piece of craft and significance. For this project both are important, but attention to the remote context will be crucial to its success. The idea of the living room aims to serve as a linchpin at the intersection of two spheres of influence. Both of which are bound to the physical and immediate, but extend beyond these invisible boundaries. The living room will not only provide a place for interaction, but it will symbolise the joint commitment by the university and city to work together for the good of the students and citizens.



fig. 1.2
view of the John Ross Bridge, Chattanooga, TN

locating

remote - living network

The city of Chattanooga already prides itself on its active population who eagerly enjoy the cultural opportunities of the small city. These places are scattered throughout the city, each offering a place for the people to *live* together. Each contributes a portion of the population's needs, but they currently do not function as a coherent network. The living room will provide this network with a central hub, an organizer that will encourage more of the public to experience the city. A central location will allow the city's bike rental system to reach each of these cultural nodes and encourage visitors, citizens, and students alike to come into the city's living room.



fig. 1.3
diagram of Chattanooga's "living network"

remote - connections

The division between the campus of UTC and the city of Chattanooga is not complete. Currently there are a few opportunities for connections between the two, mostly by means of automobile. Pedestrian access is nearly unlimited, but the multitude of parking areas and a lack of attractive programming is a deterrent to making the journey by foot. The living room will encourage the addition of attractive programming to an area thus encouraging access of student and citizen alike. In addition, the living room will place a piece of the university within the city, increasing the public's access to knowledge. Inversely, the city is introduced to the university in a more intimate way, building another connection between the two.



fig. 1.4
diagram of UTC campus connections in
orange and parking areas in blue

remote - businesses

The relationship between the university, the city, and local businesses is vital to the success of each. Many headquarters and offices are located within the city of Chattanooga, providing opportunities for those students graduating from UTC. There are also ample opportunities for the university and these companies to benefit as well. The living room will provide space and the ability for the two to form partnerships in which students can intern and workers can improve themselves through additional learning. A location near Chattanooga's major businesses and the campus will serve as a common ground in which these relationships can be reinforced.



fig. 1.5
diagram of businesses that employ
1000 workers or more⁸
(City of Chattanooga not included)

remote - landmarks

Landmarks serve as way-points for the traveler, helping them to know their bearings throughout the city. While Lookout Mountain is by far the most noticeable landmark for Chattanooga, local landmarks such as church steeples can help the pedestrian on the city streets to find their way. These landmarks can also serve as a symbol for the city such as the glass peaks of the aquarium. The living room will accomplish both by forming a visual connection with the city and the university and positively contributing to the city's skyline.

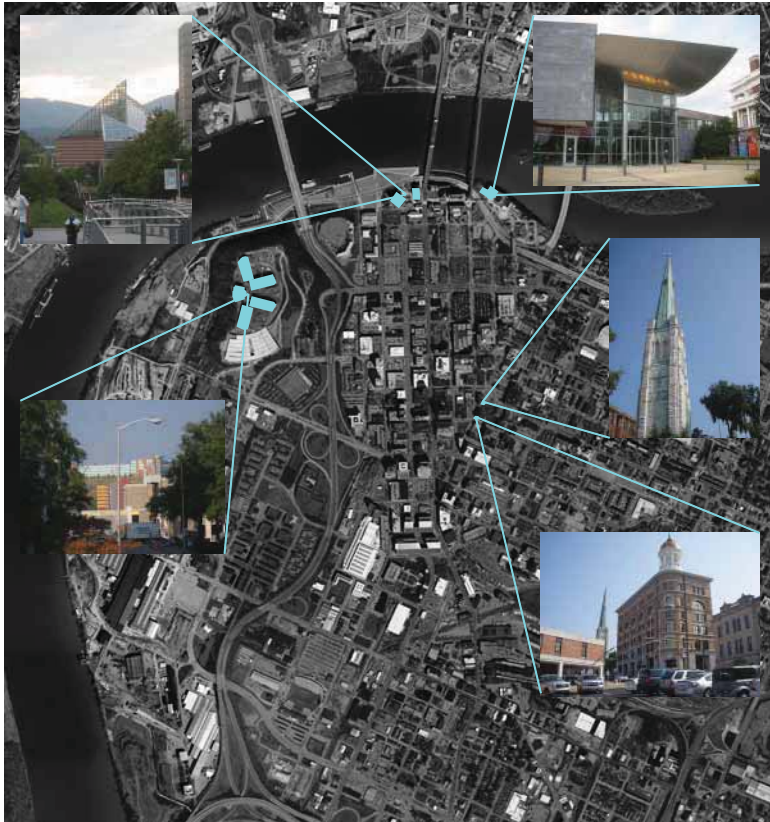


fig. 1.6
diagram of visible landmarks
(Lookout Mountain not shown)

locating

remote - sites

Overlaying these contextual concerns begins to show the nucleus of the city, suggesting potential locations for the living room project. Locating it within the network of cultural nodes will allow it to serve as the central hub. Placing it within reach of the major employers of the city will provide opportunities for partnerships and a place for employees to live. Since the project will hope to become a landmark in its own right a location with some distance between it and other landmarks is ideal. And most importantly, the site must allow for some physical connection to the campus and the city, encouraging both populations to use the living room.



fig. 1.7
overlay of diagrams revealing the nucleus of the city
(potential sites shown in green)

locating

site 1

The site at the Georgia Avenue and East 8th Street is currently surface parking, creating a hole in the rhythm of the city. Adjacent to Miller Plaza, this site provides direct access to a lively area of Chattanooga. Far from campus and with no direct connection, tying the project back to the university would present a challenge. With access to MLK boulevard, a connection could be made to the school through an extension of the green way that currently stops at MLK Blvd. The junk yard currently at the terminus of the green way could be developed into a public green space with stations for bike rental. This section of the green way would focus on the bicycle and the connection to the river walk.



fig. 1.8
site 1 - East 8th and Georgia Ave.



fig. 1.9
panorama of site 1

locating

site 2



fig. 1.10
site 2 - Lookout St. and Georgia Ave.

Two adjacent lots at the terminus of Vine Street present a unique opportunity. With the properties at a joint of the city and university grids, they can operate as part of the Central Business District, while making a visual connection with the campus of UTC. As the hinge between the two entities, it becomes the perfect location for such a symbolic building. Because it is only a few minutes walk from the Arts District and the Hunter Museum, access to these areas is easy. Geographically, the site exists near the center of the city, making it easily visible from all locations. By choosing a site with such a rich historical background, it will help to anchor the project not only to the site, but to the identity of Chattanooga.

The part of the site that lies along Vine Street will help to extend the energy of the campus into the city. By replacing the existing surface parking with program, the project will draw more people to this end of Vine Street, give it more definition, and strengthen the connection between the city and the university.



fig 1.11
panorama of site 2

locating

immediate

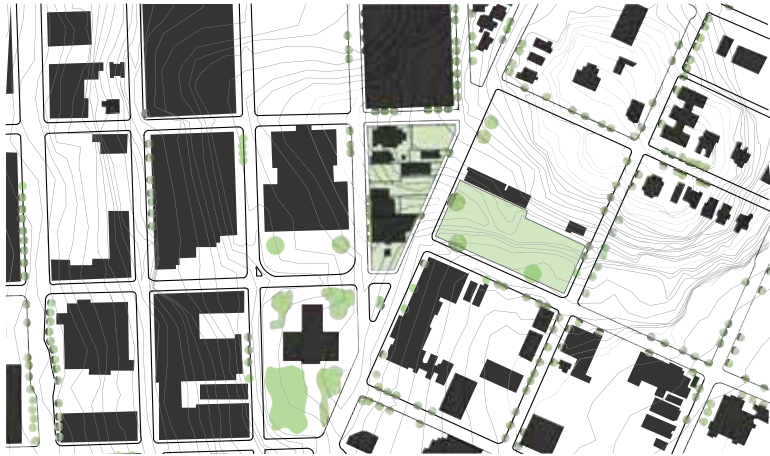


fig. I.14
selected site with topography

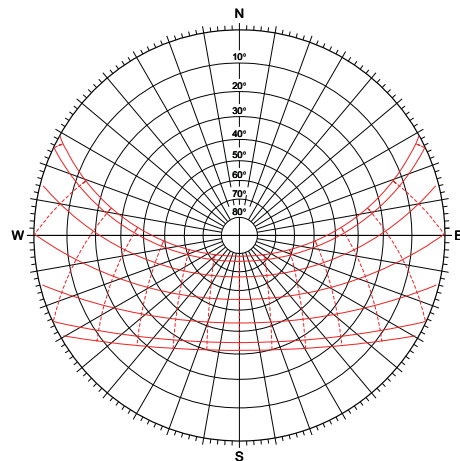


fig. I.15
sun path chart for Chattanooga, TN

The two lots face very different existing conditions. The lot along Vine Street is currently a parking lot for Unum, and has a few large trees along the periphery of the site. It does slope from north to south with a steeper change on the north-east corner of the site. The triangular shaped lot has a total of 8 different structures with varying degrees of historical importance. A church now stands on the location of the schoolhouse in which the town officially decided on the name Chattanooga. The brick structure that adjoins the service station was designed as a carriage house for one of the fire houses before fire engines were introduced. The site slopes roughly 12 to 16 feet from north to south. The small triangular plot of land not attached to the south holds a fountain dedicated to two firemen who lost their lives fighting a blaze in June 9, 1887.⁹

There is a tremendous potential to not only improve the property itself, but also the surrounding square. Obviously there is a great deal of history at the site which is currently overlooked and understated. The living room could not only educate the population about Chattanooga's history, but could also help to display and preserve that history. At the same time, some much needed definition could help to reinforce the volume of the triangular square that exists around the county courthouse. Access to the southern sky also allows opportunities for gardens and the potential for solar panels for electricity. The only obstacle is the tall apartment and office building on the corner of Vine Street and Georgia Avenue that will cast shadows on the site.

Zoning Code: C-3
Local Historic District
3.13 acres (136,475 FT²)

immediate

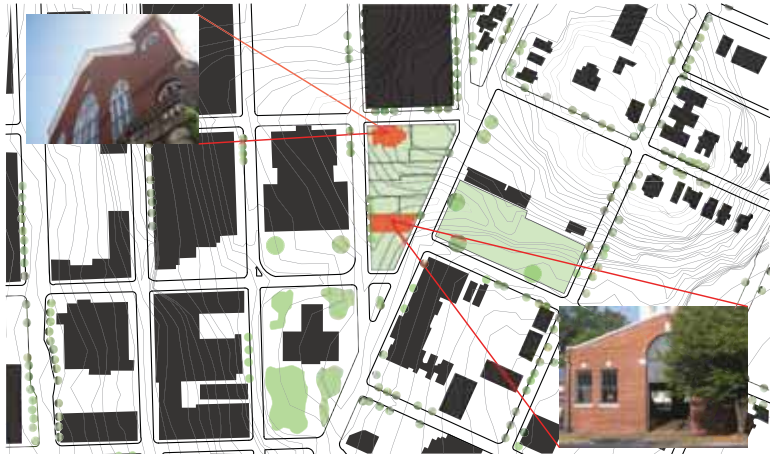


fig. I.16
historical development of site

The triangular portion of the site holds several existing structures, two of which are of particular importance. The church on the northern part of the site occupies the lot where the original schoolhouse sat. It was there that the community officially selected Chattanooga as the town name. The brick structure that divides the lower portion of the site is a carriage house for one of the original fire stations for the city.

Both structures are still in use, with the church holding services and the carriage house serving as a parking structure. The church will remain completely untouched, but the carriage house could easily be adapted to a display space for the history of the city and the site's significance in it.

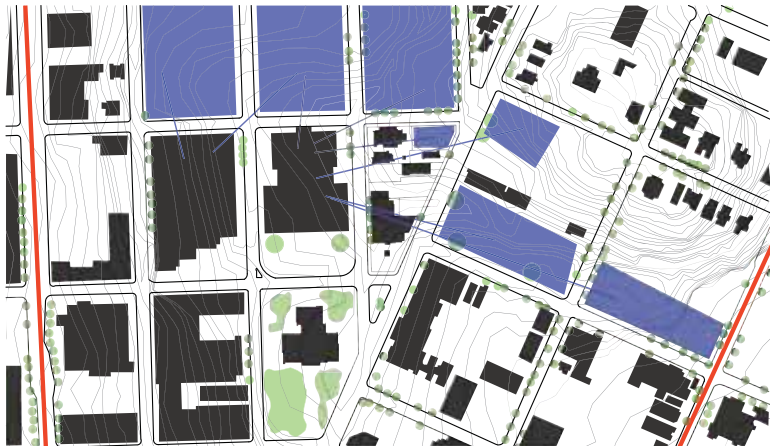


fig. I.17
diagram of Unum parking lots and
workers' path to the buildings

Given the proximity to Unum Insurance's main offices, the two lots are surrounded by parking areas for the company. Its large number of employees park in garages and several scattered surface parking areas and then walk into the building. The three surface parking areas to the east and the one lot on the site require the workers to interact with the site on a daily basis. Currently the employees either cross the site by way of another parking lot or walk around to access their building.

Additionally, the nearest bus routes to the site are two or three blocks away, making these parking areas a necessity for the company.

locating

immediate

The site is surrounded by wide material and color palette. The newly constructed parking garage to the north is concrete with beige brick stair towers. The church on the north-west corner of the site, built in 1887, is red brick. Unum's offices are a off white stone veneer with some areas of glass and aluminum curtain wall. The old fire and carriage house are red brick like the church. The apartment and office structure on the corner of Vine and Georgia is of a beige brick. The courthouse itself is of stone.

While there are a variety of colors and materials, each structure appears as a solid with openings punched in it. Due to the unique nature of the living room, it will be important to set itself apart visually. A transparent building will also encourage people to enter upon seeing the program within.

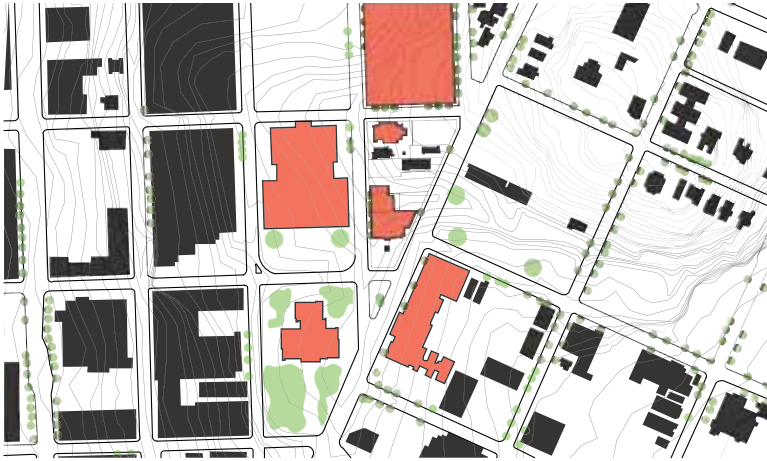


fig. 1.18
site's material context



fig. 1.19
beige brick



fig. 1.20
brick



fig. 1.21
brick



fig. 1.22
stone



fig. 1.23
concrete and brick



fig. 1.24
stone

locating



fig. 1.25
view of plaza and
exterior escalator tube

Project: Centre Pompidou¹⁰
Architects: Piano + Rogers
Location: Paris, France

Designed to be a “catalyst for urban regeneration”¹⁰ Piano and Rogers’ proposal definitely caused a stir in a city known for its historical architecture. Instead of a design sympathetic to the classical architecture all around, the intent was “to be the antithesis of existing cultural monuments.”¹⁰ The design acknowledges its distant context and purposefully rises in defiance with its glass and steel. Its immediate context informs its definition of the street edge, rhythm of the city grid, and the creation of a grand plaza that melts into the adjoining streets. By considering both aspects of its context, Piano and Rogers have taken a declining area and replaced it with what is now the most visited building in Europe. The Pompidou Centre not only responds uniquely to its context, but it now has reshaped it for the betterment of the city.

The Pompidou Centre is a perfect example for new architecture inserted into a historical context. A similar approach will be required when looking at the historical context around the living room site. It is not necessary to imitate the past in order to respect it. In fact, standing in contrast with it can generate new energy on the site and help to educate a greater proportion of the population about its past. The Centre’s success can be traced partly to the creation of its grand public square. While this strategy may not apply directly to the living room project, it is important to note the effect public amenities have on a project and its surroundings.

precedent



fig. 1.26
view into exterior circulation tube



fig. 0.27 (opposite)
Pompidou Centre context:
defining the street edge,
maintaining the rhythm of the grid,
and creating a plaza

fig. 0.28
aerial view

locating



fig. 2.1
the unprogrammed volume

program

“If writers could manipulate the structure of stories, words, and grammar, couldn’t architects manipulate the programme? If architects could use such devices as repetition, distortion, or juxtaposition in the formal elaboration of walls, couldn’t they do the same thing in terms of activities that occurred within those walls?”

-Bernard Tschumi¹¹

supporting

program

The program attempts to affect a cause. It is not a solution in and of itself, but a means to accomplish the desired result. The intent is to create a place where the boundaries of university and city dissolve and the two entities overlap. A place where the student and the citizen can interact without hindrance of such labels, and the conversation is not between a pupil and a professional but two equals. It is not enough to create a space for the two to meet or visit, because these opportunities already exist within the city. The intention is to create a place where these two can *live* together as a community.

Naturally this includes all the logistical facilities associated with living such as a place to sleep, a place to eat, etc., but the emphasis here becomes the building of relationships and the strengthening of a community of people. Everyone has a special place for this within their mind and heart but to what can this idea attach to in the physical sense? Where do people get to know one another? What interactions encourage such bonding? In essence, where do people truly *live*?

The living room is the natural starting point. It is the place in the household where people can truly bond through talking, eating, relaxing, and sharing their interests and concerns. It is a place that everyone knows or knows of and sets aside a place in their memories for. The living room draws people in, regardless of situation. It is a place of comfort, a refuge from troubles. Its invitation extends to family, friends, and guests alike; its warmth radiates from within. The living room is where *life* happens.



fig. 2.2
the space in which to *live*

supporting

program

Throughout Chattanooga, places of living already exist in the fabric of the parks, the river walk, the baseball park, and around the aquarium, but none contain all of the qualities of a living room. A living room for the city would contain and embody each of these ideas while becoming a symbol of the new mission for Chattanooga and UTC. To properly blend the two entities together, one must start with a place for each to live.

Living includes such a wide array of ideas and activities that the program will necessarily involve a wide variety of components. Stratifying the program into public, semi-public, and private categories, the living room accommodates many needs.

Beginning with the individual, the private program includes housing for 400 UTC graduate students (roughly 25% of graduate enrollees)¹² and 400 residents of the city of Chattanooga. With several configurations to meet the needs of the residents, these rooms will serve as the final resting place at the end of each day.

Neighborhood (25 @ 10,400 sqft)

The foundation of the UniverCity Living Room, the neighborhood is the central experiment of the project and is based on the idea of cohousing. A catalyst for interaction and the key example for the desired relationship between the university and the city. The neighborhood is the linchpin between the two entities, and it is where the interaction will be the most consistent. Each neighborhood will have its own eating, meeting, and lounge areas, as well as its own unique programmatic element. By placing unique elements that appeal to every resident throughout the building, cross-fertilization of residents is guaranteed and will serve to bring each neighborhood together.

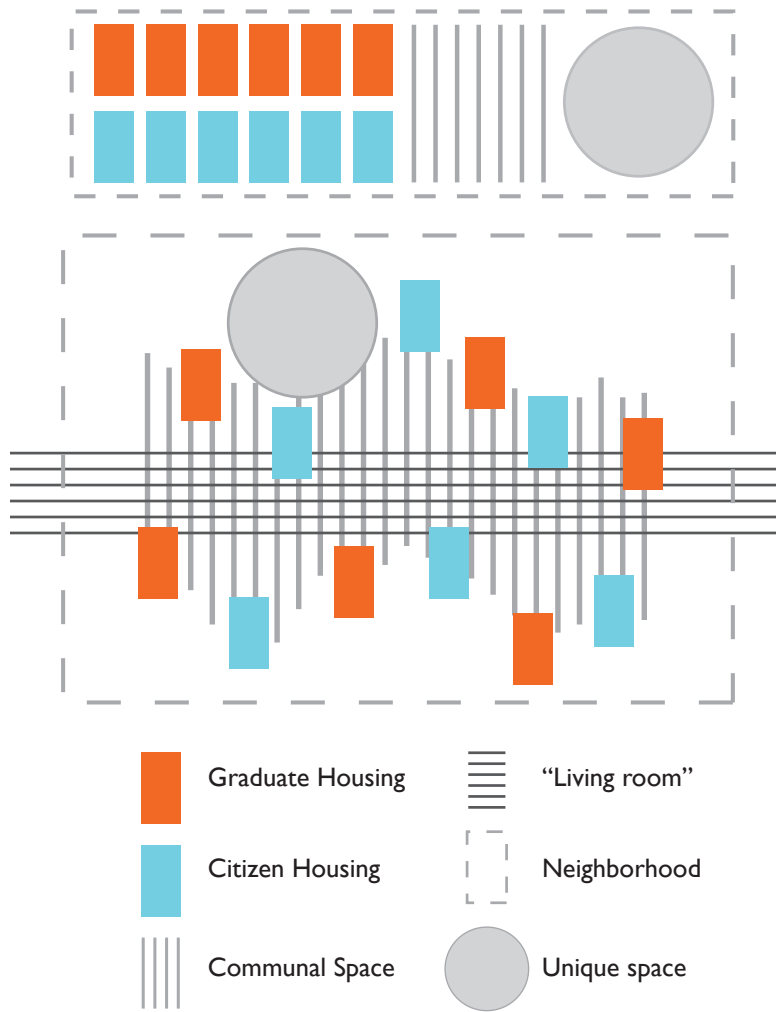


fig. 2.3

diagram of neighborhood program and the interaction of components

supporting



fig. 2.4
a communal event, a night at the movies

Unique Space (25 totaling 36,350 sqft)

The unique spaces are to provide amenities for the residents and students living in the project, but they are more integral than that. The core purpose of these spaces is to encourage interaction between the residents and strengthen the sense of community among and between the neighborhoods. By scattering these amenities throughout the residential zone, mixing is sure to occur.

Main Auditorium and Lobby (3,000 sqft)

The main auditorium will hold 250 and will make a generous gesture to the city by way of the street. It is to be a place of event and one that draws residents, students, and visitors alike. Whether it is a formal lecture or presentation, or a movie showing for the community, the auditorium will be a great illustration of community interaction. A grand lobby and atrium will also serve as an organizational tool and place of incidental and spontaneous meeting, the very thing the project hopes to facilitate.

Offices / Classrooms (8 @ 2,000 sqft)

A place for up-and-coming businesses or companies that wish to have a central location for their partnership with the university, the offices will provide space for a reasonable rent. An open floor plan will allow for flexibility and the consolidation and sharing of core functions between the offices will also improve efficiency. Another efficiency is the ability to use the conference spaces for after-hours school functions such as night classes. After hours operation will fill a great need as the campus currently shuts down shortly after classes end. Such access needs will require close interaction with street level.

program

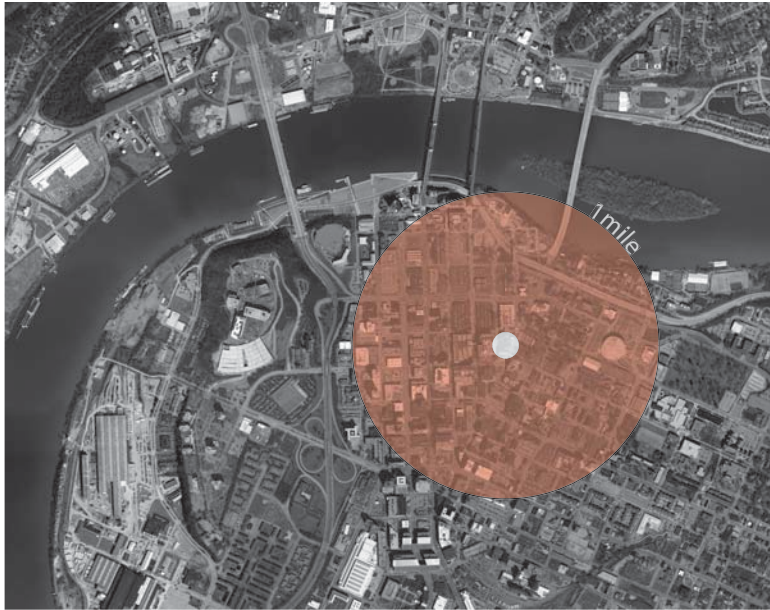


fig. 2.5
WiMax coverage

Digital Library (2,500 sqft)

It will not be a replacement of the existing libraries, but a complement. Touting technology and digital forms of media, it will not only provide such media, but hope to educate the public about the advantages of such technology. The most overt example of this outreach will be the establishment of a city-wide WiMax network. Functioning like a WiFi network, the WiMax network will be able to provide broadband internet to the downtown area, establishing another amenity for the city.

Bike Rental Hub (1,500 sqft)

As the proposed center for activity in the city of Chattanooga, the living room will be the hub for this activity. In order to accomplish this, the bike rental hub will serve as the main connector for all of the various living places around the city. By providing a centralized place to park vehicles, visitors and residents will be able to walk or ride a bike to the most active places in the city in a matter of minutes. This will allow direct access to these places while reducing the demands of parking areas already scattered throughout the city and campus. Not only will this service increase activity within the living room of the city, but it will bring the city closer together in a more environmentally friendly way.

Retail Space (8 @ 2,000 sqft)

Retail spaces along street level will be a source of revenue as well as increase the amount of foot traffic to the project. Those along Vine Street will reinforce and further define the major corridor that runs through campus and make a stronger connection to downtown Chattanooga.

supporting

square footage

Private / Semi-public

Neighborhood (32 beds)	25 @ 10,400 sqft
Grad Student Housing (16 beds)	5,100 sqft
Double room (6 units)	@ 700 sqft ea.
Bedrooms (2)	@ 120 sqft ea.
Living room	@ 200 sqft
Kitchenette	@ 120 sqft
Bathroom	@ 70 sqft
Storage	@ 70 sqft
Family style (1 unit)	@ 900 sqft
M. B.	@ 190 sqft
Bedroom	@ 120 sqft
Kitchenette	@ 120 sqft
Living room	@ 250 sqft
Master bath	@ 70 sqft
Full bath	@ 50 sqft
Storage	@ 100 sqft
Citizen Housing (16 beds)	4,600 sqft
Double room (4 units)	@ 700 sqft ea.
Family style (2 units)	@ 900 sqft ea.
Common space	700 sqft
Kitchen	@ 150 sqft
Dinning space	@ 200 sqft
Recycle center	@ 50 sqft
Circulation	@ 200 sqft
W. C.	@ 100 sqft
Unique spaces (25)	36,350 sqft
Garden plots (13)	@ 1,500 sqft ea.
Movie room	@ 1,000 sqft
Exercise room	@ 750 sqft
Recreation	@ 3,600 sqft
Swimming pool	@ 4,750 sqft
Book swap	@ 200 sqft

supporting

square footage

Meeting space	@ 500 sqft
Laundry (25 sets)	@ 750 sqft
Music room	@ 500 sqft
Recital hall	@ 200 sqft
Practice room (5)	@ 60 sqft ea.
Art gallery	@ 300 sqft
Workshop	@ 1,500 sqft
Park	@ 1,500 sqft
Playground	@ 1,500 sqft
Private / Semi public total	296,350 sqft
Public	
Main auditorium	2,500 sqft
Main entry lobby	500 sqft
Digital library	2,500 sqft
Screening rooms (4)	@ 150 sqft ea.
Computer terminals (25)	@ 40 sqft ea.
Equipment checkout	@250 sqft
Information area	@150 sqft
Misc.	@500 sqft
Parking for 1200 vehicles	300,000 sqft
Parking for 800 bikes	5,000 sqft
Offices (8)	@ 2,000 sqft ea.
Closed offices (2)	@ 150 sqft ea.
Work area	@ 1,200 sqft
Conference/class (2)	@ 200 sqft ea.
Misc.	@ 100 sqft
Retail shell space (8)	2,000 sqft ea.
Bike rental hub (200 bikes + info center)	1,500 sqft
Public total	340,000 sqft
TOTAL	609,350 sqft

supporting

precedent

Project: “Have a Nice Day” (competition winner)¹³

Architects: We Are You, Sweden

Location: Toronto, Canada



fig. 2.6
view into “vertical
living room”

The proposal looks at the relationship between students and the city around them as well as the relationship between the students themselves. The program is broken up into two parts, with spaces for both residents and citizens on the lower floors and spaces reserved for residents above. The public spaces below invite visitors and students to come together in the auditorium, workout area, and meeting spaces. The “vertical living room” begins in the public realm and extends the height of the building. This continuous volume takes a layered repetitive program and unifies it, creating unique spaces on and between floors. With minimal space given to each residence, the vertical living room becomes a catalyst for interaction and community.

This project serves to legitimize the need for a living room for Chattanooga. Although this project focuses on student housing, the ways in which it treats the divisions of space and reinforces a sense of community are key. Here the private spaces are minimized in order to forcefully facilitate community interaction, but such a Spartan approach to private space will not work for the living room project.

supporting

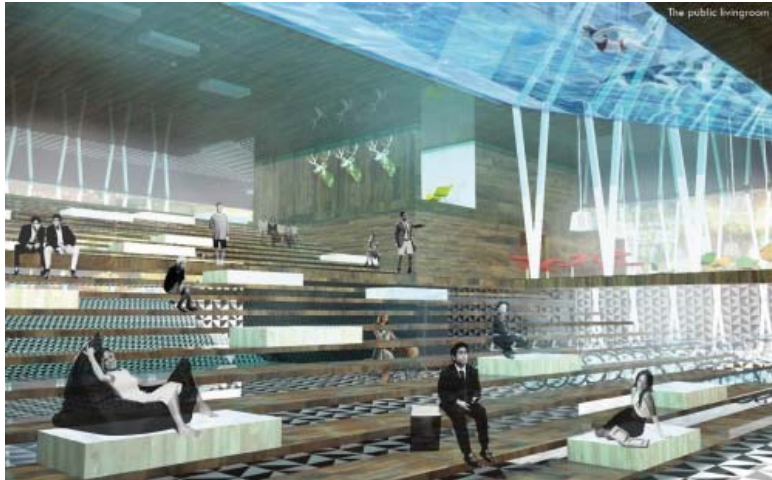


fig. 2.7
view of auditorium

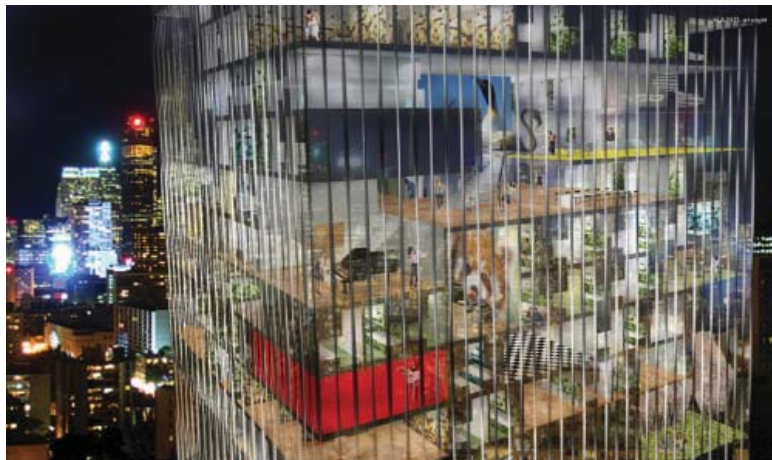


fig. 2.8
exterior view

supporting

precedent

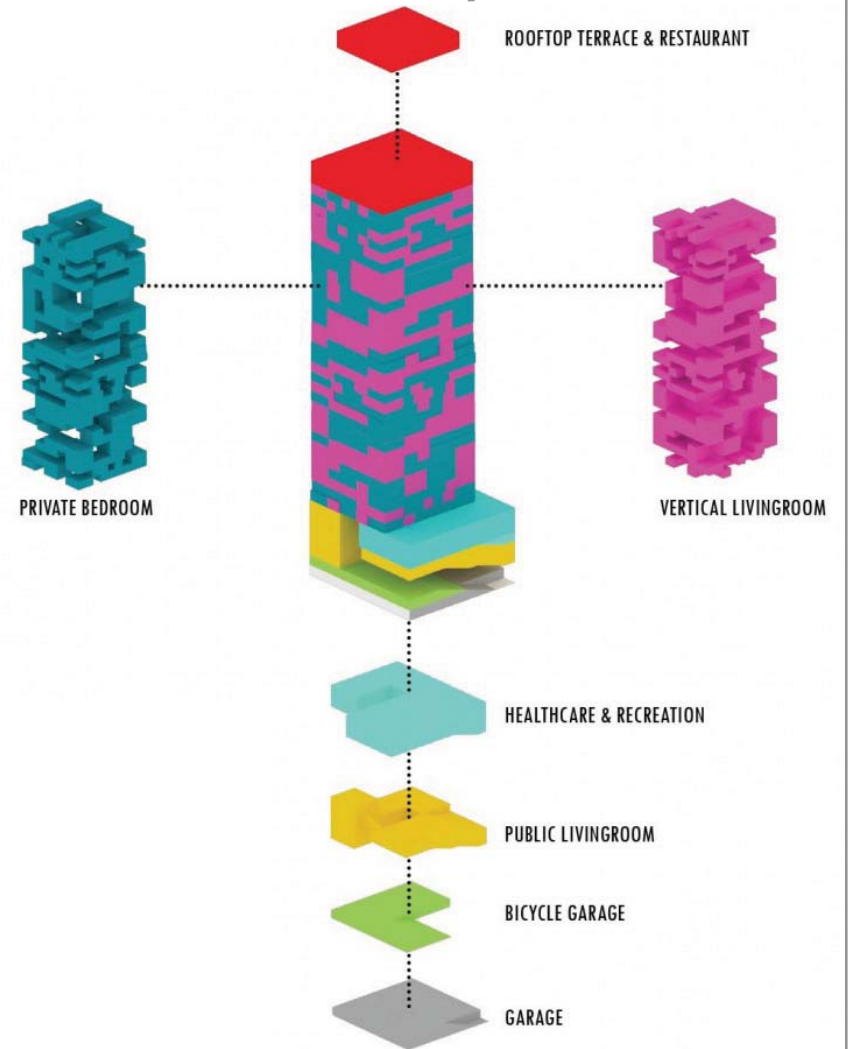


fig. 2.9
diagram of program
elements



fig. 2.10
view from bottom
of “skip-stop” stair

Project: Cooper Union¹⁴

Architects: Morphosis

Location: 41 Cooper Square New York, New York

The project attempts to encourage inter-collegiate interaction and conversation by using the central atrium as an organizing device. By stretching and sculpting the entrance lobby up through the building, the central space becomes a place for intended and spontaneous meetings. Its very transparent and recessed entry floor encourages students and city residents alike to enter and participate in the educational processes of Cooper Union. Classrooms, student meeting, and lounge areas occupy the top four floors while the more public functions such as the auditorium and exhibition spaces occupy the entry level and the one below grade.

Another project built around the incidental interactions of the occupants, Cooper Union provides a formal solution to this issue. By placing such highly trafficked program along the main stair and atrium, the opportunities for cross-fertilization of majors increases. Another important logistical factor is the space allotted for such occurrences; the stairs far exceed requirements, but their generous sizes provide space for chance meetings.

precedent



fig. 2.11
transparent and
recessed first floor
invites people in

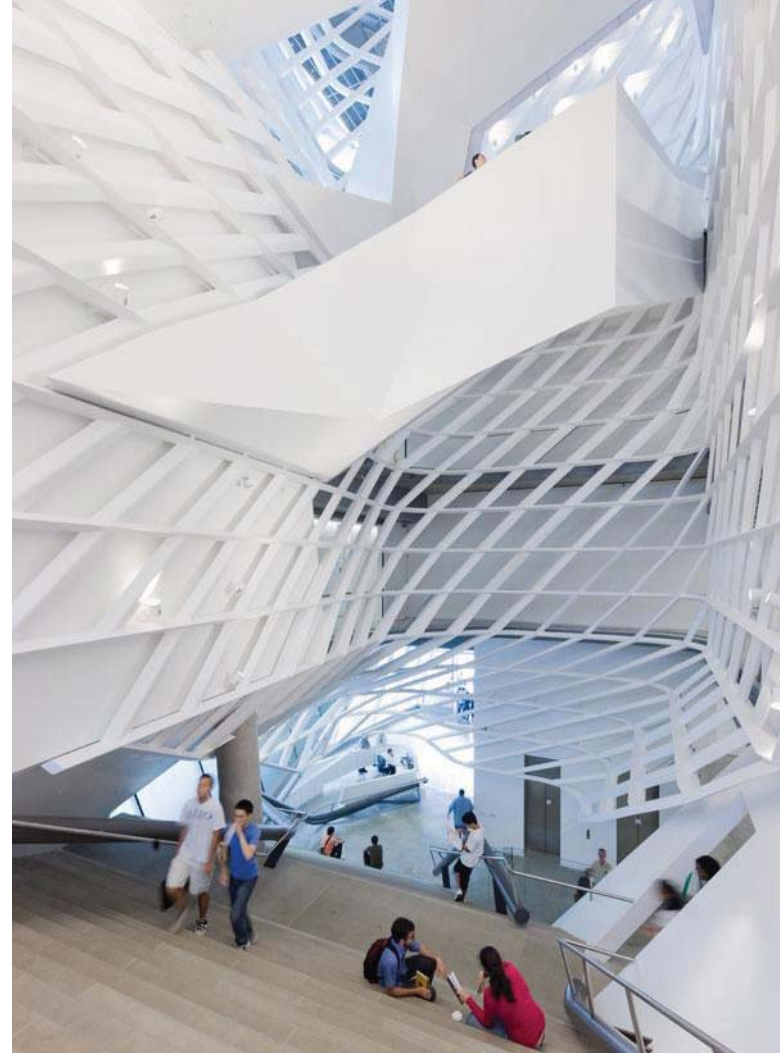


fig. 2.13
atrium and stairs allow for
spontaneous meetings



fig. 2.12
view up through
the atrium

supporting

foundation

"The essence of a work of architecture is an organic link between concept and form. Pieces cannot be subtracted or added without upsetting fundamental properties. A concept, whether a rationally explicit statement or a subjective demonstration, establishes an order, a field of inquiry, a limited principle."

-Steven Holl¹⁵

forming

foundation

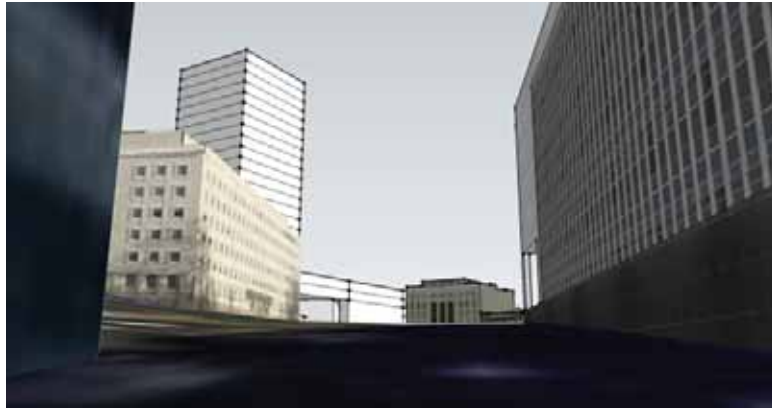


fig. 3.1
view up 6th Avenue

Responding to several key elements, the form of the living room rises above its surroundings and overlooks both the city and the campus of UTC. Becoming a landmark and a way-finding location for the area, the residential tower rests on the triangular site, turned in response to grid of the campus. It rises from the plinth of the public functions such as office space, digital library, main auditorium, and retail spaces. The plinth meets the three streets that surround the site, maintaining the scale of the street. With a programmed connection crossing Georgia Avenue, the parking and rental bike hub occupy the other site along with retail spaces that line Vine Street. The project avoids the church at the north of the site altogether and creates a green space around it. The fire carriage house, on the other hand is enveloped by the plinth, but exposed as a historical exhibit.

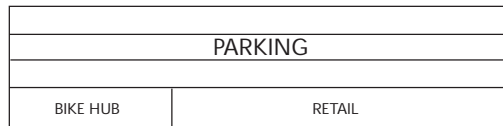
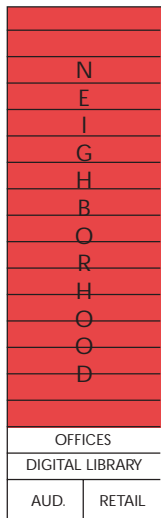


fig. 3.2 diagram of division of program



fig. 3.3
aerial view

forming

Images

- fig. 0.1 *Untitled*, Stephen Townsend. September 21, 2010.
- fig. 0.2 *Untitled*, Stephen Townsend. June 15, 2010.
- fig. 0.3 *Untitled*, Stephen Townsend. September 21, 2010.
- fig. 0.4 The Cohousing Company, *Cotati Cohousing - Frogsong*. 2003. <http://www.mccamant-durrett.com/project-details.cfm?select=cotati-cohousing&cat=cohousing-communities> (accessed October 04, 2010).
- fig. 1.1 *Untitled*, Stephen Townsend. September 25, 2010.
- fig. 1.2 *Untitled*, Stephen Townsend. September 03, 2010.
- fig. 1.3 Hamilton County Geographic Information Systems, *Map of Chattanooga, TN*. <http://maps.hamiltontn.gov/> (accessed September 03, 2010.).
- fig. 1.4 -*ibid*
- fig. 1.5 -*ibid*
- fig. 1.6 -*ibid*
- fig. 1.7 *Untitled*, Stephen Townsend. September 21, 2010.
- fig. 1.8 Hamilton County Geographic Information Systems, *Map of Chattanooga, TN*. <http://maps.hamiltontn.gov/> (accessed September 03, 2010.).
- fig. 1.9 *Untitled*, Stephen Townsend. September 21, 2010.
- fig. 1.10 Hamilton County Geographic Information Systems, *Map of Chattanooga, TN*. <http://maps.hamiltontn.gov/> (accessed September 03, 2010.).
- fig. 1.11 *Untitled*, Stephen Townsend. September 21, 2010.
- fig. 1.12 Hamilton County Geographic Information Systems, *Map of Chattanooga, TN*. <http://maps.hamiltontn.gov/> (accessed September 03, 2010.).
- fig. 1.13 *Untitled*, Stephen Townsend. September 21, 2010.
- fig. 1.14 -*ibid*.
- fig. 1.15 Luxal, *Stereographic Sunpath Diagram: 35 degrees North latitude*. <http://luxal.eu/resources/daylighting/sunpath.shtml/> (accessed September 20, 2010).
- fig. 1.16 *Untitled*, Stephen Townsend. September 21, 2010.
- fig. 1.17 -*ibid*.
- fig. 1.18 -*ibid*.
- fig. 1.19 -*ibid*.
- fig. 1.20 -*ibid*.
- fig. 1.21 -*ibid*.
- fig. 1.22 -*ibid*.
- fig. 1.23 -*ibid*.
- fig. 1.24 -*ibid*.
- fig. 1.25 *Untitled*, Stephen Townsend. April 04, 2010.
- fig. 1.26 *Untitled*, Stephen Townsend. April 04, 2010.
- fig. 1.27 *Untitled*, Stephen Townsend. September 21, 2010.
- fig. 1.28 Renzo Piano Building Workshop. *Aerial view*, <http://www.richardrogers.co.uk/render/> (accessed September 21, 2010).
- fig. 2.1 Productora, *Art Gallery*. 2008. <http://www.productora-df.com.mx/projects/097/> (accessed 19 September, 2010)
- fig. 2.2 *Untitled*, Stephen Townsend. September 19, 2010.
- fig. 2.3 -*ibid*.
- fig. 2.4 Eyerman, J. R. . 3-D Movie Viewers. <http://www.gettyimages.com/detail/tlp259232/Time-Life-Pictures> (accessed 04 October 2010).
- fig. 2.5 *Untitled*, Stephen Townsend. September 19, 2010.
- fig. 2.6 J, Sebastian. " 'Have a nice Day' / We Are You." <http://www.archdaily.com/56305/have-a-nice-day-we-are-you/> (accessed 19 September, 2010).
- fig. 2.7 -*ibid*.

- fig. 2.8 -ibid.
 fig. 2.9 -ibid.
 fig. 2.10 Morphosis, Cooper Union. 2009. <http://morphopedia.com/projects/cooper-union> (accessed 19 September, 2010).
 fig. 2.11 -ibid.
 fig. 2.12 -ibid.
 fig. 2.13 -ibid.
 fig. 3.1 *Untitled*, Stephen Townsend. October 04, 2010.
 fig. 3.2 -ibid.
 fig. 3.3 -ibid.

Bibliography

- ¹ The Merriam-Webster Dictionary, 6th Ed., s.v. "university; city; symbiosis; community."
- ² Allen, I. Elaine, Ph.D. and Seaman, Jeff Ph.D. *Learning on Demand: Online Education in the United States, 2009*. Babson Survey Research Group, 2010. http://sloanconsortium.org/publications/survey/learning_on_demand_sr. 2010. Electronic.
- ³ The University of Tennessee, Chattanooga. "Institutional Vision, Mission, Core Values." <http://www.utc.edu/About/Mission.php> (accessed October 04, 2010).
- ⁴ Chattanooga: Take Me There. "The History of the Scenic City." <http://www.chattanooga.com/history/> (accessed October 04, 2010).
- ⁵ McCamant & Durrett Architects. "The Cohousing Company" <http://www.mccamant-durrett.com/index.cfm> (accessed October 04, 2010).
- ⁶ Holl, Steven. "Context" *The Invisible in Architecture*. Ed. Bouman, Ole. van Toorn, Roemer. London: Academy Editions. 1994. 90. Print.
- ⁷ Melville, Herman. *Moby Dick, or the Whale*. Public domain, 2001. Electronic.
- ⁸ Chattanooga Can Do. *Community Data and Locational Advantages*. Chattanooga, TN, 2010. <http://www.chattanoogachamber.com/economicdevelopment/bic.asp> (accessed September 23, 2010).

- ⁹ Chattanooga Fire Department History Book Committee. "History of the Chattanooga Fire Department 1871-Present," The History of the Chattanooga Fire Department. http://www.chattanooga.gov/Fire_Department/4821_HistoryFD.htm/ (accessed September 21, 2010).
- ¹⁰ "Renzo Piano Building Workshop." Pompidou Centre. http://www.richardrogers.co.uk/work/selected_works/centre_pompidou (accessed September 21, 2010).
- ¹¹ Tschumi, Bernard. "Programme" *The Invisible in Architecture*. Ed. Bouman, Ole. van Toorn, Roemer. London: Academy Editions. 1994. 267. Print.
- ¹² "UTC Planning Evaluation & Institutional Research | 20 Year Fall Enrollment Trends by Level." *UTC | The University of Tennessee at Chattanooga. Planning Evaluation & Institutional Research*, 2010. Web. 20 Sept. 2010. <<http://www.utc.edu/Administration/PlanningEvaluationAndInstitutionalResearch/factbook/enrtrend.php>>.
- ¹³ J, Sebastian. "'Have a Nice Day' / We Are You | ArchDaily." *ArchDaily | Broadcasting Architecture Worldwide*. ArchDaily, 13 Apr. 2010. Web. 20 Sept. 2010. <<http://www.archdaily.com/56305/have-a-nice-day-we-are-you/>>.
- ¹⁴ "Cooper Union | Morphopedia | Morphosis Architects." *Morphopedia - The Online Encyclopedia of Morphosis*. Morphosis, 24 Jan. 2010. Web. 20 Sept. 2010. <<http://morphopedia.com/projects/cooper-union>>.
- ¹⁵ Holl, Steven. "Identity" *The Invisible in Architecture*. Ed. Bouman, Ole. van Toorn, Roemer. London: Academy Editions. 1994. 395. Print.