

# Fluid Frameworks

## Legacy Landscapes for the Commonwealth Games 2030

Interdisciplinary Collaboration between Taubman College of Architecture and Urban Planning + CEPT University  
Fall 2026 ARCH 672 / UD 732: Propositions Studio Faculty: María Arquero de Alarcón [marquero@umich.edu]

### CONTEXT

Ahmedabad's preparations for the Centenary Commonwealth Games 2030 (CWG) will trigger rapid, large-scale socio-spatial transformation, recasting the city's urban fabric to project a world-class image. Through reconfiguration of consolidated areas and the appropriation of large swaths of open land, the city is embarking on the development of specialized sporting precincts, regional infrastructure upgrades, and massive housing. As a showcase for Gujarat's political ambition and a litmus test for India's future Olympic aspirations, the CWG 2030 is more than a sporting event; it is a mechanism of statecraft.

But, what does this mean for the hosting city? While local communities and ecosystems are not a neutral canvas, there is an unwritten grammar that guides the know-how of mega-event development, a well-rehearsed choreography that frequently ignores the radical specificity of the hosting territories. As timelines tighten, highly curated renderings anticipate a new order of all things sustainable, feasible, reusable, scalable, multi-functional, even disassembly ready. Yet, historically, these events leave behind a contested legacy of displacement, dispossession, and the erosion of the urban commons.

### COLLABORATIVE FRAMEWORK & METHODOLOGY

Conducted as a collaborative studio between MArch and MUD students from U-M Taubman College and MLA students from the Water Plus Unit at CEPT University, this studio brings together interdisciplinary perspectives to devise climate-responsive design approaches to large-scale urban transformation. With the Sabarmati River acting as a spine connecting many of the CWG 2030 venues, students will investigate appropriate water-sensitive urban design strategies, assessing their socio-ecological performance alongside their ability to address spatial inequities and legacy conditions over time.

### LEARNING OUTCOMES

During the semester, students will:

- Establish a clear process for compiling, editing, synthesizing, and assessing relevant data –socio-spatial, historical, political, economic, and environmental– while addressing multicultural and intersectional perspectives in their design inquiry.
- Learn from relevant precedent studies, and assess the impact of regulatory frameworks, cultural practices, and human behavior, questioning their transferability and replicability.
- Exercise critical inquisitiveness, questioning the potential bias of information sources, using abstract ideas to interpret information, and considering diverse points of view in their design process.
- Identify the power dynamics among diverse constituencies driving the urban transformation, and consider the role of meaningful participatory processes to attain socioenvironmental justice.
- Integrate interpersonal and cross-cultural communication techniques effectively, mobilizing a range of representation techniques and digital visualization media in 2d and 3d to convey essential characteristics relevant to their work.
- Work in collaboration with peers, embracing difference, building mutual trust, and performing different roles to broaden their work's scope and diversity of perspectives.

### STUDIO LOGISTICS: SPECIAL SEMESTER SCHEDULE

This Propositions Studio section will start on August 3, 2026. Between August 15 and August 29, 2026 the studio section will travel to Ahmedabad, India, for joint fieldwork and an intensive workshop with the Water Plus Unit in the Master of Landscape Architecture at CEPT University. During the semester, we will have five additional joint online sessions outside regular studio hours (Mon/Th, from 1 to 6 pm) to support the collaborative semester aspects. Due to the early start date and special meeting times, the instructor and students will collaboratively adjust the course calendar to ensure all pedagogical and scheduling needs are met.

## TENTATIVE SCHEDULE

## [Option 1]

JULY	W01: July 20 W02: July 27	CEPT semester starts / Workshop with TU Delft CEPT in session: Natural layers and tech-workshop
AUGUST	W03: August 3  W04: August 10  W05: August 17  W06: August 24  W07: August 31	UM semester starts: Background and Precedents CEPT in session: Natural layers and tech-workshop  CEPT/UM Online meeting: Relational studies and local documentation  Joint fieldwork in Ahmedabad, India Mapping+Tooling, stakeholder engagement, and ideation workshops.  On-site working with UM and final exhibition/presentation  Debrief, fieldwork processing
SEPTEMBER	W08: Sept. 7  W09: Sept. 14  W10: Sept. 21  W11: Sept. 28	UM Labor Day Strategies and Scenarios  CEPT/UM Online meeting CEPT: mid-semester reviews (30% semester grade) UM: Project Declarations  Working Independently on Design Frameworks  UM: Mid-term reviews Design Frameworks
OCTOBER	W12: Oct. 5  W13: Oct. 12  W14: Oct. 19  W15: Oct. 26	Working Independently on Design Frameworks Pre-and post-monsoon with programs  CEPT/ UM: online interim review  UM Fall Break Working Independently on Design Frameworks: Extreme Situations  Working Independently on Design Frameworks: Extreme Situations
NOVEMBER	W16: Nov. 2  W17: Nov. 9	CEPT/UM Online meeting CEPT: End semester review (40% grade) UM: Working towards Final Review  CEPT Diwali Break UM: Working towards Final Review
<u>15-WEEK FOR UM STUDENTS</u>		<i>From this date, review and team/individual meetings to be arranged as per special schedule</i>
	W18  W19  W20	CEPT: minor adjustments for portfolio UM: End-of-semester review  CEPT- portfolio evaluation (30%) UM Thanksgiving  UM: Individual Meetings in preparation for final colloquium
DECEMBER	W21: Dec. 7 TBD	Class rehearsal for colloquium CEPT/UM-Final Colloquium / Exhibition Space