

MOVING IMAGES

Urban Narratives and Regions in Newburgh, New York and the Hudson River Valley

Fall 2014 Urban Design Studio II: American Cities & Regional Contexts

FACULTY

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PROVOCATION

"All sites exist first as places. Before places become objects of urban planning and design, they exist in personal experience, hearsay, and collective memories. Standing between planners and designers and the sites on which they hope to act are socially embedded narratives. And, while these place narratives can be ignored, they cannot be wholly erased. Places are never empty."

Robert A. Beaurgard, From Place to Site: Negotiating Narrative Complexity, in *Site Matters*, ed. Carol J. Burns and Andrea Kahn

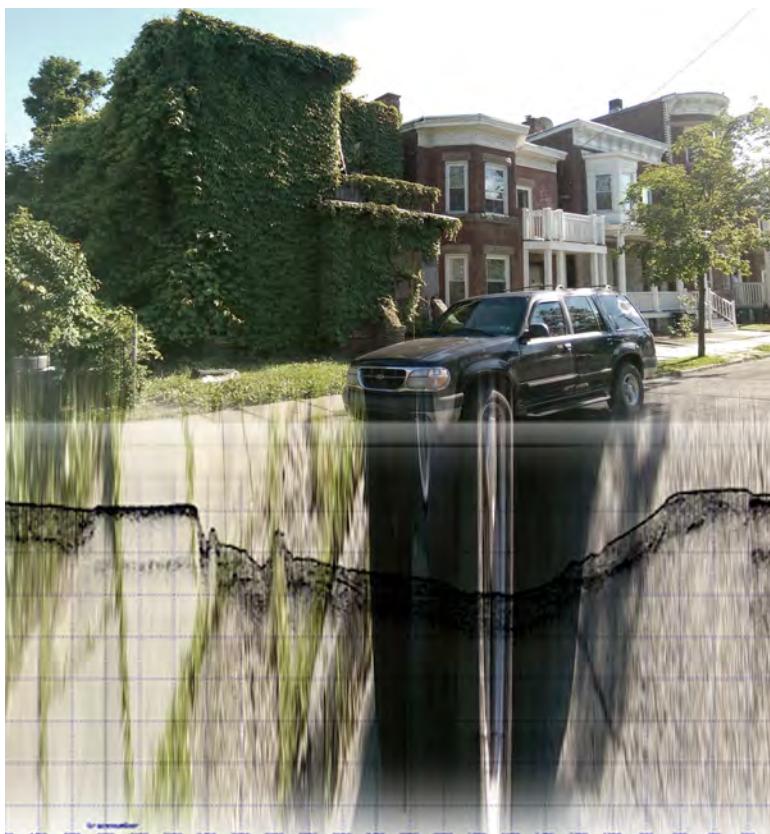


Photo montage with a typical sub-bottom section showing a cross-section of the Hudson River near Nyack_Lamont-Doherty Earth Observatory, Columbia University, Earth Institute

PROVOCATIONTOP LEFT 19th Century Railroad Map between

New York and Erie.

TOP CENTER Newburgh Waterfront.

TOP RIGHT Newburgh Mid 20th Century.

MIDDLE LEFT I'm so Newburgh initiative.

MIDDLE CENTER Urban Removal Newburgh.

MIDDLE RIGHT Hudson River Region.



BOTTOM LEFT Broadway.

BOTTOM CENTER Stakeholders Meeting.

BOTTOM RIGHT Architecture of Newburgh.

**STUDIO INQUIRY**

Cities like Newburgh, New York have an image problem. In 1977 New York City and State also had an image problem so the New York Department of Commerce created a statewide marketing campaign and hired graphic designer Milton Glaser to design the now famous I ❤ NY logo. New York's dramatic shift in narratives from crime, grime and decline to its current state has been decades in the making. Changes in Newburgh and the Hudson River Valley during the long arc of the post-industrial era reflect the complexity and connectedness of such urban dynamics and patterns in the greater metropolitan region. These dynamics stretch across local impacts to regional scales of operation, and are illustrated by the varied and compelling "moving images" that connect people to places over time. Conflicting identities of the region can move quickly from high-crime inner city blocks with degraded infrastructure and vacant buildings to the highest quality of "sustainable" life, local organic farm-to-table bliss, "only one hour away from the city."

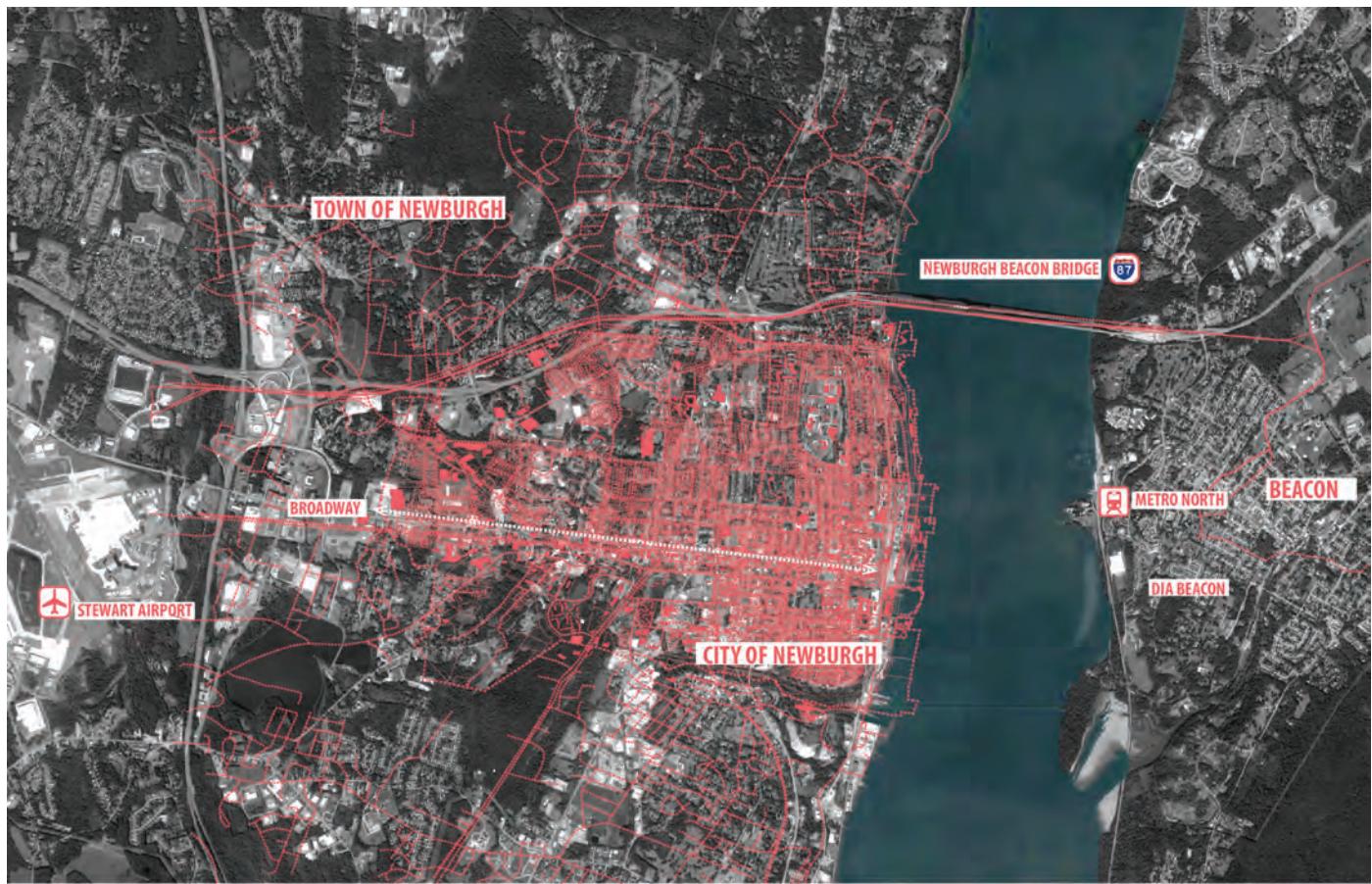
Narratives of the Hudson River Valley often begin with the histories of pioneering European settlers that first began making their marks on that landscape over 400 years ago, or of the American revolutionaries who did the same 175 years later, and of course of the prosperous Empire State. Images both picturesque and sublime have served to illustrate the Valley. However, the histories that define these places begin much longer before then and project forward to the histories of today that continue to shape the region. For Newburgh, New York, which sits at a critical location on the Hudson River and within the greater New York metropolitan region, its most dominant narrative might be characterized as a classic rise and fall—a narrative that has been used to describe so many places throughout history and in particular the 20th century trajectory of many American cities that were centers of industry in the 19th and early 20th century. It has some parallels with better-known larger cities like Baltimore, Detroit or St. Louis, and a host of other

MOVING IMAGES

"legacy cities" that have seen significant and persistent challenges due to various social, economic and environmental factors across generations of local, national and global transformations and paradigm shifts. The larger Hudson Valley region is home to a wealth of natural and man-made assets, each in some way marked by its proximity and accessibility (or relative distance and lack of accessibility) to New York City, a global capital of capital and the undisputed core of the American Northeast "Bos-Wash" megalopolis. The Hudson River Valley is a place of great promise with a remarkable legacy of human innovation and investment. It is also a place of great strife, human stagnation and disinvestment. It is defined by multiple realities and imaginaries wherein the complex environmental, economic, technological and cultural territories that define the Valley. One finds the presence of many overlapping, interwoven, sometimes complementary and often contradictory systems and stories. These narratives have changed over time, shaping settlement patterns, driving the transformations of the natural environment for occupation and exploitation, altering the movement patterns of people and goods and manipulating the exchange and intensity of commerce and culture.

The future of American cities and regions, like Newburgh and the Hudson Valley, will continue to be influenced by these narratives. These narratives will change over time and can be informed, at least partially, by the programming and design of the built and urban environment. This provocation will be the Fall Urban Design Studio's collective opportunity for exploring the role of urban design in the transformation of urban places and regions. Today new pioneers are again finding their way up the Hudson River, looking for places of opportunity: access to resources, the promise for growth and a higher quality of life at lower-cost. At the same time, people who have lived in the Valley and its cities for generations and those who live there by necessity rather than choice, are also striving to make their cities better places to live and work and to capitalize on their regional contexts. The studio's research and design work asks: what will the next chapter of Newburgh's narrative(s) be? What can we as urban designers contribute to the reshaping of Newburgh and the Hudson Valley's current and future images?

NEWBURGH, NEW YORK



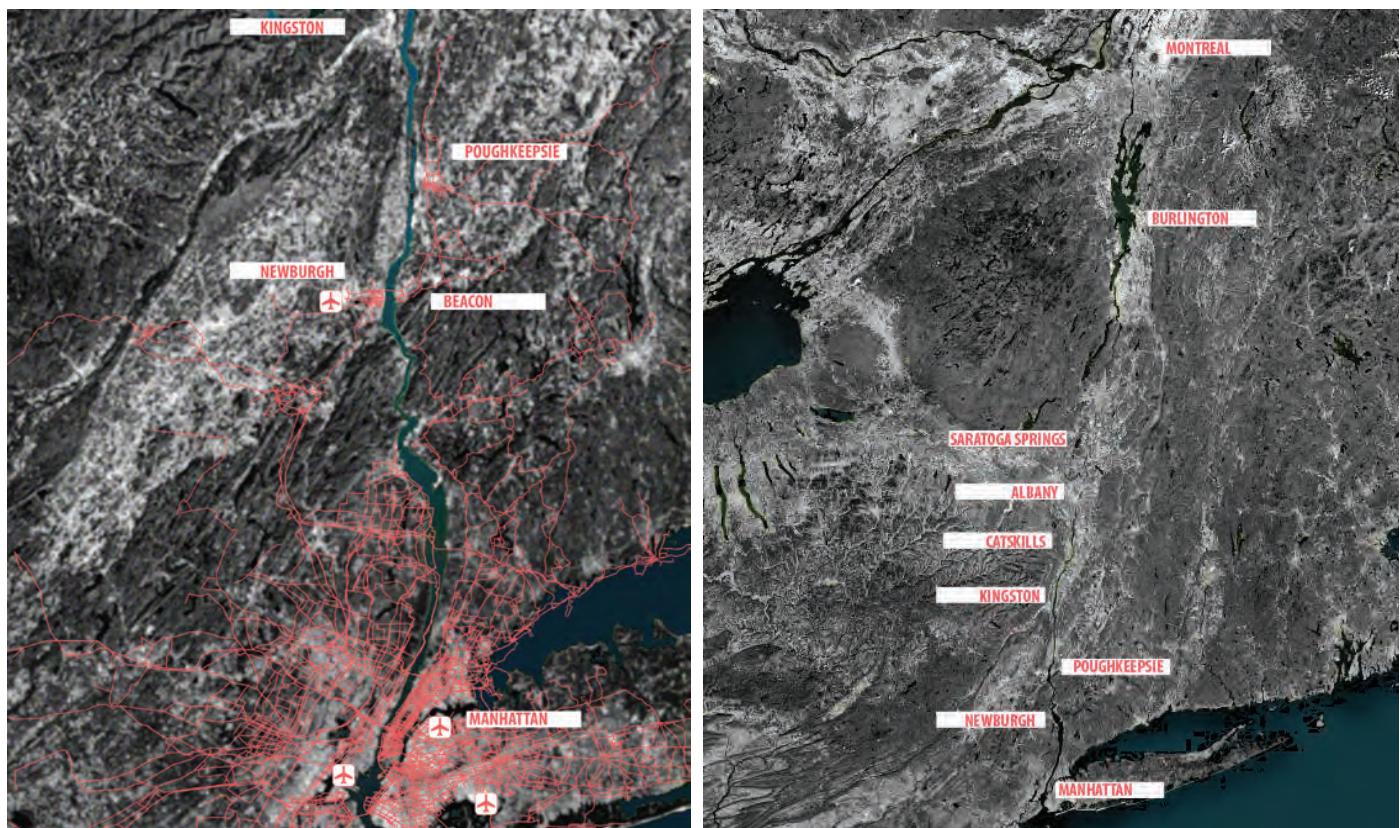
Newburgh, New York sits on the western bank of the Hudson River, sixty miles north of New York City. With a population of about 30,000 residents, it is the largest city in Orange County and one of the largest in the Hudson River Valley region. It was originally settled in the 1700s and over time its inhabitants took advantage of its access to fresh water from the Quassaic Creek, upland resources, and deep water along the Hudson River shoreline. The Port of Newburgh grew during the 1800s as part of the whaling boom. Its ferry landing was later used to transport goods to other cities along the Hudson, including New York City. Broadway, the 130-foot-wide east-west main street of the city, was once used to bring cattle and produce from the resource- and agriculture-rich upland areas down to the water and the city's port for processing, transportation and trade.

In 1865, the city was incorporated and carved out of the surrounding and rural Town of Newburgh. The late 1800s and early 1900s were a period of great growth in the city, with intermodal connectivity of road, rail and water serving a mix of industries in the city and along its waterfront. Newburgh's port supported shipbuilding and shipping companies, machine shops, brickyards, cloth manufacturers, plaster works, clothing design and clothing manufacturing, among other uses. Water Street served as the city's commercial main street and contained a vibrant and walkable density of housing and mixed use buildings. The city's prosperity is legible in its now famous and eclectic architecture, in public realm investments like the Olmstead and Vaux-designed Downing Park, and in the city's innovation in being an early adopter of technologies like electricity and television.

As the industrial base of the city met the challenges of national and global changes in paradigm, the city was faced with the usual economic decline. At the same time, the city saw an increase in migration of people (including blacks from the Great Migration, immigrants and lower-income families) to the city in search for jobs, education and services. In many cases, they did not find sustainable opportunities for improved lives and entered into a cycle of dependence on social welfare systems. Like in many American cities, a mix of economic, social and political challenges created a context of crisis for the city's urban core. Social and land use policies such as urban renewal led to the large-scale destruction of the city's main street. Part by part, parcel by parcel the city's infrastructure and fabric were dismantled in favor of a new image for what makes a desirable city, a desirable suburb and for how people live and move within a region. These challenges have persisted for decades, adding layers of increased economic decline, broken social policies, crime and a host of other issues. Redevelopment schemes have found a disconnect to the comprehensive needs and the identity of the city. However, the effort and energy of the residents and stakeholders in Newburgh have revealed persistence, creativity, and dedication to "doing better" for the city and its future generations.

During the City of Newburgh's decline and difficulties, the neighboring Town of Newburgh has developed as a "Crossroads of the Northeast" by taking advantage of its desirable regional proximity and connectivity, including two interstates, Stewart Airport and rail and water access. Along with national urban development patterns that favored suburban development, it had significant development and growth; today the Town of Newburgh's population exceeds that of the City of Newburgh's population. The two Newburghs are marked by contrasts. The City of Newburgh has a traditional urban fabric and a largely lower-income minority population (approximately 19% white, 33 % black and 48% Latino) with about 26% of the population living below the poverty line. Its median household income is about \$30,000 per year. The Town of Newburgh has a suburban and rural character and has a predominantly white and middle class population (approximately 85% white, 7% black and 9% Latino) with only 4% of the population below the poverty line. The Town's median household income is about \$60,000 per year. The relationships of the City of Newburgh to its neighboring Town, Orange County and the larger Hudson Valley and New York metropolitan region are layered, dynamic and complex.

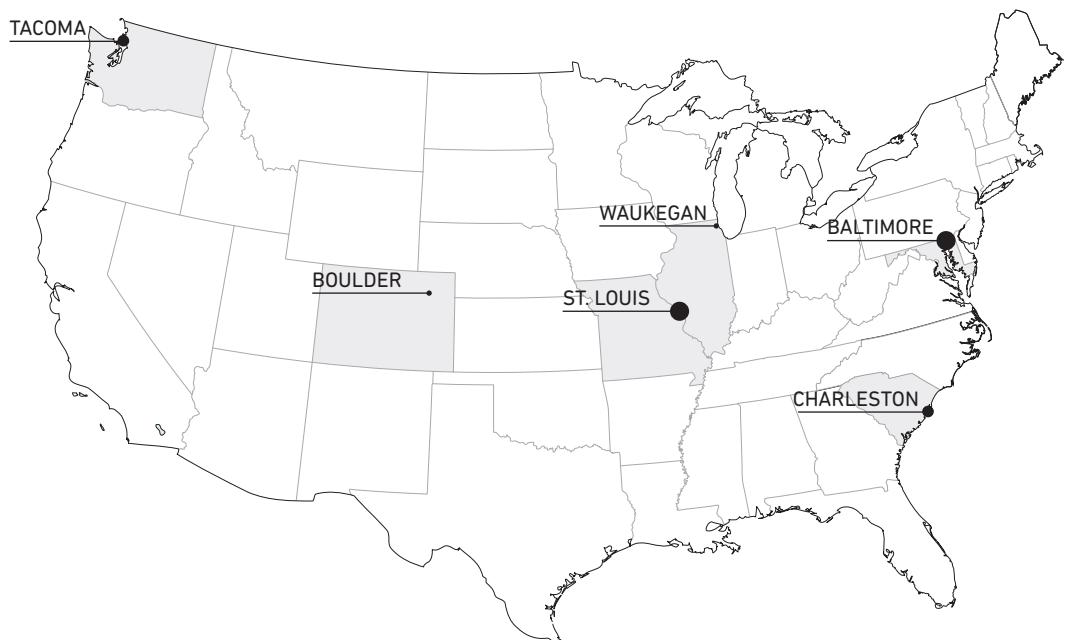
"THE HUDSON" REGION



Carved from the underlying bedrock by retreating glaciers over 12,000 years ago the Hudson River stretches over 300 miles (500km), and its watershed of approximately 13,400 square miles encompasses aquatic and upland ecosystems, small towns and big cities from the Adirondacks to New York City. Settled by the Dutch in the 17th century, the valley—with its fertile estuaries and floodplains—was home to native American tribes including the Mahicans and Lenape long before this European "discovery." For early European settlers and Americans, the Hudson was a frontier: home to key moments and sites of the revolutionary war and a dramatic and uniquely "American" landscape, the Valley inspired early 19th century writers and painters, spawning the Hudson River School of painting. As rivers gave way to canals and later to railroads, the Hudson River was at the cutting edge of 19th and 20th century transportation revolutions in the United States and home to industry and production that aided the growth of New York City, the northeast and the country. Towns and cities along the Hudson became key gateways to and from New York City and the region, but also destinations for visitors and origins of goods in their own right. Many of the towns and cities on the Hudson, Newburgh included, grew vibrant with through the traffic and trade of the 19th century. Over the 20th century, shifts in technologies of production and transportation, as well as in the culture and form of American settlement including suburbanization and urban renewal, have changed the form and character of the region in both the urban and rural places that comprise it. Today we see new industries emerging, a resurgence of agriculture spawned by the farm-to-table and local food movement, and an ongoing interest in the valley as a place to live and explore. These histories are ongoing and evolving narratives. The landscape of the region continues to change and evolve.

URBAN SYSTEMS

Physical, ecological, political, technological, social, cultural ... these are all lenses and narratives through which you will be asked to examine Newburgh and the Hudson region over the course of the semester. This studio will explore topics related to the understanding of urban "systems" in our contemporary societies as a reflection of the economic and social decisions and trajectories that have supported the current American lifestyle at an individual level with direct and indirect consequences for cities and their regions and even the American and global landscape. We will examine the interactions between these systems and break down barriers between what we often define as "human" and "natural" or "urban" and "suburban." We will develop architectural and landscape projects that articulate urban systems and define existing and new regional territories while responding through a human-scale of design to the unique advantages and disadvantages of an American city as it faces a new global competitive economy.

AMERICAN CITIES AND REGIONAL CONTEXT

The American City is complex and in many ways undefined. References to the "urban grid" or the "urban suburb" and a host of images of skyscrapers, highways, never-ending repeating urban fabric, or grand public parks may come to mind. In the Moving Images studio we will collectively research, conceptualize and design for new or reinterpreted images for cities and their regions.

The studio has been designed to support the premise that the practice of architecture and urban design is interdisciplinary and is the result of a kinetic relationship between design and other multi-scalar factors affecting our total living environment, from community concerns to infrastructural planning, public policy and economics. Throughout the semester and with an ongoing process of simultaneous research and design the studio will examine the influences exerted by a wide range of factors and multiplicity of views and the impacts that these have on the making of urban design proposals for an American city.

Important to the studio's discussion are unique relationships amongst American cities as well as relationships between individual cities and their own greater regional contexts. We will be working primarily in our home New York metropolitan context, with Newburgh, New York as our primary site, and secondary regional sites selected for each group's urban program, site strategies and their architecture, urban public spaces and landscape proposals. Given the studio's agenda to better understand regional relationships between and within cities' cores and regions, and to leverage those relationships for long-term growth and development of a competitive advantage, we will start the semester with a comprehensive investigation of other American cities and regions using comparative case studies in Baltimore, Boulder, Charleston, St. Louis, Tacoma, and Waukegan.

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Urban life is full of overlapping qualities. These can be physical, perceptual, sensorial, textural, emotional, phenomenal, temporal, etc. Each quality reinforces the city's capacity to accommodate heterogeneous energy within an ever-changing matrix of passions and desires. These wills are often tracked through historical or real-time data but their shape-shifting nature makes us question our choice of descriptive media.

Such influences cannot be completely captured in the form of a single drawing or cascade of diagrams, as there is often an extra subtext to the context. In other words, the route taken often adjusts along the way from here to there; an elastic band of propulsions, hard and soft landings. It is in this flux of many different systems that we begin to understand the complexities of urban life. Fortunately, the question of media is not a difficult one, as our culture becomes more fluent in the languages of moving imagery. The challenge is to couple this ambition with clear narrative and technique.

This studio attempts to catalyze ideas through a series of filmic maneuvers. These include inventive combinations of video footage, video/photo montage and animation, mapping/diagramming/dynamic modeling, spatial drawings and illustrations, voiceover, sound overlays, and more. This allows for an opportunity to use moving images to transform the understanding of place and experience into one that also investigates the strange, the weird, the extraordinary, the surreal, and the imaginary of design.

PROMPT 1: BLIND ATTEMPT

TEAM Individual
SITE Newburgh
TIMING 2 days
DELIVERABLE Physical Model
(MAX. SIZE – 17"X17"X17")
ASSIGNED DATE WED, SEPT 3rd
REVIEW DATE FRI, SEPT 5th
REVIEW TYPE Internal pinup

PROMPT

This exercise is a fictional journey to the city of Newburgh, roughly 60 miles north of Manhattan. This is not an actual visit but a virtual one. Without visiting the site, and using remote research alone, you are asked to construct a physical model that illustrates your own evaluation and perspectives of the city. This conceptual model should aim to generate an understanding of the quantitative and qualitative aspects of the urban and regional circumstance. You are encouraged in this process to critically identify and specifically articulate particular features, conditions, or phenomena in the city that you think make it distinctive or unique.

Use the physical model-making process as a tool to discover how current relationships/forces/proximities can be an advantage or a disadvantage once time/flow and personal preferences are introduced. Be mindful of preconceptions, media sources, and advertising campaigns, and avoid literal representation of physical elements (such as roads, topography, etc.) as the only content. This is not intended to be a model that is true to the physical landscape, but one that conveys your own impressions and reactions to the "landscape" of the city -- a landscape that might be cultural, ecological, economic, social, or technological as well as physical.

When documenting your work, capture at least 4 different still views of the model: a top view, a view from within, and other angles as appropriate. Consider lighting conditions and background, and document any moving parts in multiple steps if applicable.

PROMPT 2: MUTE ATTEMPT

TEAM Individual
SITE Hudson River
TIMING 3 days
DELIVERABLES 1 Quicktime.mov video
 (~1280x720px), uploaded to the studio website
ASSIGNED DATE FRI, SEPT 5th
REVIEW DATE MON, SEPT 8th
REVIEW TYPE 20-30 sec max.
 silent video presentation of slides/footage/
 animated mapping. (No voiceover, but audio
 recorded from the site is allowed)



PROMPT

How do you tell us where you are without words?

Using the Metropolitan Transportation Authority's Metro North Hudson line transit map, you will each sign up for a station along the Hudson River Valley as a distinctive departure point for personal investigation. Eligible stations begin at Spuyten Duyvil in the Bronx, and continue north to Poughkeepsie, NY (24 Stations, 2 Students per station, 1 station may have 3 Students). You will each creatively investigate, document, analyze and represent that locale from your personal lens in no more than 30 seconds of digital moving image. The goal is to find, define, refine and articulate your distinctive impression of found urban fabric, landscape, people, textures, resources, exchanges, opportunities, etc.

HUDSON LINE STATIONS

Spuyten · Duyvil · Riverdale ·
 Ludlow · Yonkers · Glenwood ·
 Greystone · Hastings-on-Hudson ·
 Dobbs Ferry · Ardsley-on-Hudson ·
 Irvington · Tarrytown ·
 Philipse Manor · Scarborough ·
 Ossining · Croton-Harmon ·
 Cortlandt · Peekskill · Manitou ·
 Garrison · Cold Spring ·
 Breakneck Ridge · Beacon ·
 New Hamburg · Poughkeepsie

Use this temporal documentation as an analytical representation of site and means to discover latent as well as perceived information. This information can be used to generate new literal and conceptual boundaries that challenge the familiar distinctions between natural and man-made, urban and suburban, centers and peripheries, or between public life and private experience. Use animated images, massings, and drawings over time to explore the temporal and dynamic nature of the spaces you observe, and try to communicate and postulate on how these affect the physical environment. With the *Cinemetrics* reading as a guide, utilize *affection* and/or *perception* shots, to help calibrate your documentation and convey your experience. *All sound must be acquired through site research for this investigation.* No words, spoken or written are to be made by the designer, nor shall overlaid musical soundtracks be added to this video, with the one exception that each video must conclude with a question. Use the question as an opportunity to illuminate your observations and suggest further inquiry. You may utilize numbers and graphics, both found and created, to help illustrate metrics regarding these environs.

REQUIRED READING

Brian McGrath and Jean Gardner
Cinemetrics: Architectural Drawing Today, Wiley, 2007. pp36-61.

The thirty second (maximum) digital moving image will be your opportunity to gather data in a deliberate and innovative way using digital media to strengthen and facilitate your interests in greater depth and initiate arguments for your perspective on and reaction to place. You are especially encouraged to consider the format of this digital canvas to allow for full vs cropped footage, keymaps or careful overlays of data running concurrently. Consider using a range of analytical media, including photography and video, as well as Geographic Information Systems, Maya modeling/animation/dynamics, After Effects, or other digital analysis and representation tools. You should consider the media your tool for expanding your exploration of the region and articulating your personal perspective.

EXERCISE 3: AMERICAN CITIES AND SYSTEMS ANALYSIS

TEAM STRUCTURE 12 Groups (4/5 People)

SITE 6 National Cities (1 per Group),

4/5 Systems

PROJECT DURATION 1.5 weeks

DELIVERABLE 4/5+1 Boards

11X17 DRAFT PAGES

22X34 FINAL BOARDS (template to be

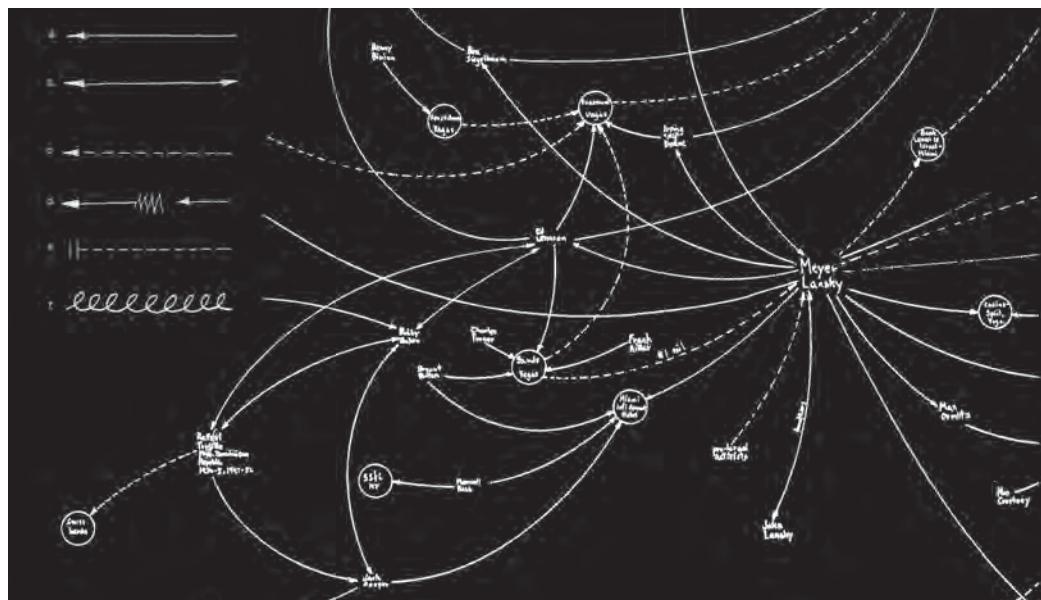
provided by W.W.

DATE ASSIGNED MON SEP

DATE DUE WED SEPT 17TH

REVIEW DATES W

and FRI SEPT 19th



PROMPT

Cities across the country rely on complex networks of interconnected systems: infrastructural, economic, ecological, political, social, and many others. The complexity of these organizational structures reveal hierarchies of decisions made across scales, geographies, and timeframes. In this assignment, you will be asked to examine a single US city through the lenses of multiple urban systems. The cities selected for this assignment are of different sizes, and they perform very different roles in their respective regions. Student teams will decipher these roles and study how each system operates within the city, and how the relationships among these systems inform exchanges between cities and their regions.

Each research team will sign up for a city from the list below (each city will be investigated by two teams), and will use the city and its region to explore how different systems act and interact. Each team will be assigned two research systems and will then select two to three additional systems (one per team member) to investigate. When choosing the additional systems, consider the assigned systems, the narrative(s) you wish to explore, and what tools and networks are integral to those narratives.

Using one board per system, you will visually communicate how these systems operate on multiple scales of space and/or time, and what impact they have on the city and its surroundings. A composite final board will be used to extract information from the different systems and synthesize the research in order to critically question how these systems combine and interact to create an image of the city and region.

The collective work on this assignment will create an introduction to a variety of American cities and their regions, and provide an analytic lens for drawing comparisons to the New York metropolitan region. This body of research will serve the entire studio as a reference library for understanding key urban systems/infrastructures and themes across varied scales and landscapes of regional sites.

BALTIMORE, MD
BOULDER, CO
CHARLESTON, SC

ST. LOUIS, MO
TACOMA, WA
WALIKEGAN, IL

RESEARCH TOPICS

1	FOOD	Manufacturing & Production, Distribution, Retail, Grocery Stores, Green Markets, Food Deserts, Fresh Program, Urban Farming, Restaurants, Diet Programming
2	HEALTH CARE	Emergency Services, Treatment centers, Social Services, Prevention, Rehabilitation, Home Health, Seniors, Mobile Clinics, Multi-Lingual Services, Insurance
3	WATER	Potable Supply, Sewage System, Storm Water Management, Recreational use, Quality, Access
4	WASTE	Household Waste, Commercial Waste, Recycling, Pollution, Landfill, Behavior Change, Brownfields, Waste Transfer Stations, Underutilized Resources
5	ENVIRONMENT & ECOLOGY	Topography, Geology, Natural Features, Habitats, Ecological Systems, Air Quality, Heat Island Effect, Climate Resilience
6	RECREATION	Active Recreation, Exercise, Game fields, Little Leagues, Physical Education, Private Clubs, Beaches, Schoolyard
7	EDUCATION	Higher Education, Primary And Secondary School Systems, After School Programs And Spaces, Edible Schoolyards, Adult Learning, Informal Education
8	TRANSPORTATION	Streets And Sidewalks, Public Transit Systems, Air Travel, Taxis And Private Car Services, Busses, Ferries and Water Taxis, Bicycling Infrastructure, Bike Share, Highways
9	PUBLIC SAFETY	Public Space, Police Departments, Crime, Security Bollards, Surveillance Cameras, Defensible Space, Natural Surveillance, Broken Windows Theory, Prison System
10	REAL ESTATE & URBAN DEVELOPMENT	Landuse, Real Estate, Urban Development, Buildings, Architecture, Public Open Spaces, Waterfronts, Policies, Growing Vs. Shrinking
11	ENERGY	Production, Source, Distribution, Access, Renewables, Pollution, Waste, Efficiency, Dependence
12	ECONOMY & FINANCE	Jobs, Equity, Income, Growing Vs. Shrinking, Local Businesses, Economic Sectors, Dependence vs. Independence, Public Vs. Private financing, Federal Assistance, PPP, City budget
13	PRODUCTION & MANUFACTURING	Products, Processes, Jobs, Distribution, Storage, Raw Materials, Lifecycle
14	TECHNOLOGY & INNOVATION	Health invention, Medical Research & Experimentation, Data Management, Tech companies, Big Data
15	POLICY & POLITICS	Mayoral Initiatives, City Council, Local Vs. State Positions, Privacy, Political Structure, Land Use Regulation, Economic Development Incentives, Housing Policy, Federal Aid
16	POPULATION & DEMOGRAPHICS	Populations of Need, Prevention Vs. Treatment, Mental and Physical Health, Young Vs. Old, Race and Ethnicity, Access to Services

BOULDER, CO**CITY**

Land Area 25 sq mi (40 sq km)

Founded 1858

POPULATION

City 102,000

Peak population current

Metropolitan 294,567

POPULATION DENSITY

3,947/sq mi (1,524.0/sq km)

SYSTEMS

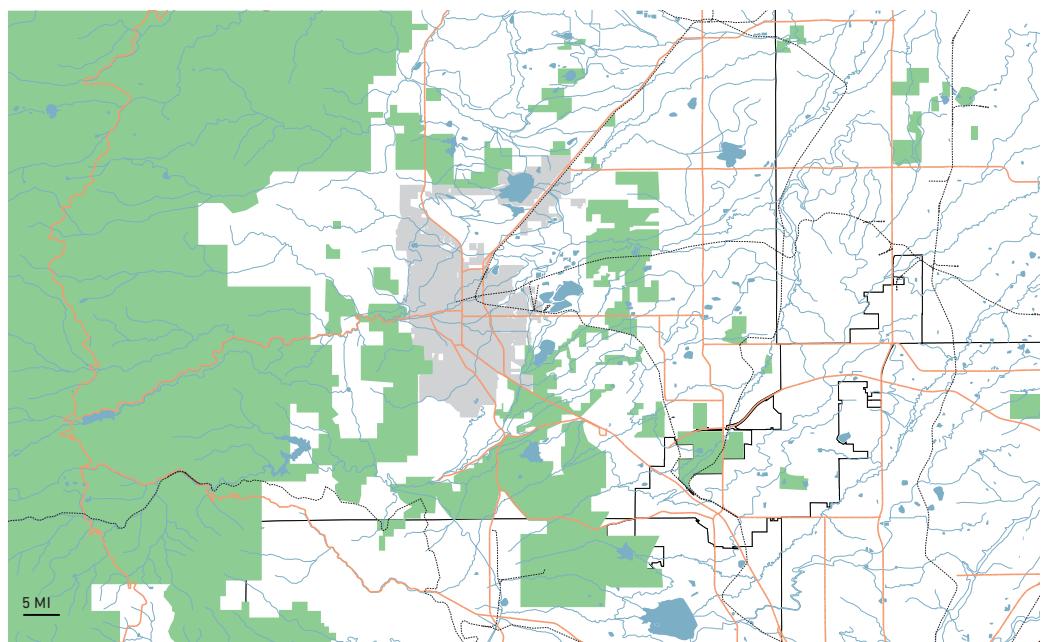
(1) Economy

Technology and Innovation

(2) Environment and Ecology

Recreation

Boulder is a well known destination for outdoor recreation, located in the Boulder Valley at the intersection of the Rocky Mountains and the Great Plains. The natural environment has had a great influence on the city; in 2003 it was heavily hit by floods that transformed the landscape and raised questions on how cities should relate and/or adapt to changing environmental conditions. The city's economy has been blooming mainly due to investment in small businesses.

**WAUKEGAN, IL****CITY**

Land Area 23 sq mi (61.8 sq km)

Founded 1829

POPULATION

City 89,000

Peak population current

Metropolitan 9,729,825

POPULATION DENSITY

3,700/sq mi (1,400/sq km)

SYSTEMS

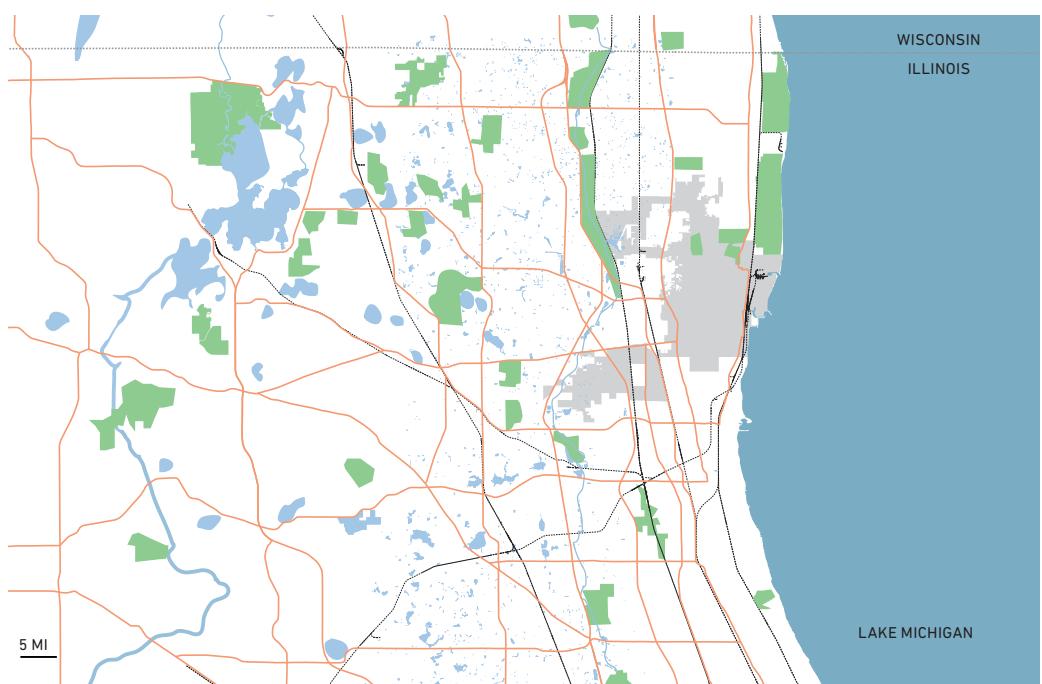
(1) Environment and Ecology

Real Estate & Urban Development

(2) Transportation

Energy

Waukegan is located on the shore of Lake Michigan 40 miles north of Chicago, to which it is connected by a commuter rail line. The city struggles with post-industrial pollution, having three superfund sites on the high priority list. While much of the soil is still contaminated, decades-long efforts to clean the shore are finally showing some progress, as the city expects the waterfront to be de-listed soon. The city and investors are excited with the possibilities that developing the waterfront can generate for the struggling economy.



CHARLESTON, SC**CITY**

Land Area 128 sq mi (330.2 sq km)

Founded 1670

POPULATION

City 125,000

Metropolitan 664,607

Peak population current

POPULATION DENSITY

1,152/sq mi (445/sq km)

SYSTEMS

(1) Real Estate & Urban Development

Food

(2) Economy & Finance

Waste

The city of Charleston explores its historical assets to generate economic revenue. The city's history extends back to the English settlement in the late 1600s, and it is the first city in the U.S. to put in place a Historic Preservation Ordinance. It has a reputation for being the "most friendly" city, but the city does not address all its citizens in the same manner. There are great concentration of poverty, which are reflected in the educational system. A major source of revenue for the city is the cruise ship industry, but the scale of that industry creates problems for the city's waste management system, as each ship produces an amount of waste equal in scale to that of the whole city.

**TACOMA, WA****CITY**

Land Area 50 sq mi (128.77 sq km)

Founded 1875

POPULATION

City 200,000

Metropolitan 3,610,105

Peak population current

POPULATION DENSITY

3,990 /sq mi (1,540/ sq km)

SYSTEMS

(1) Water

Production & Manufacturing

(2) Transportation

Energy

Tacoma experienced decline and disinvestment in the mid 20th century, but has seen significant reinvestment in its downtown during the 1990's, with museums, a rail system and a campus of the Washington University. Parts of the waterfront have been designed for recreational activities, but some of the manufacturing activities still remains. The port is responsible for a large number of jobs and functions as a national gateway to Alaska. A bold energy project to be located in the port area plans to convert natural gas to methanol. The city has long struggled with water pollution due to industrial activities and has invested years and millions of dollars in cleanup, only to recently find that rainwater has been bringing in toxic substances from further up the watershed.



BALTIMORE, MD**CITY**

Land Area 92 sq mi (209 sq km)

Founded 1729

POPULATION

City 621,000

Metropolitan Area 2,690,886

Peak in 2012 reaching the 1950 mark

POPULATION DENSITY

7,671.5 / sq mi (2,962.6 / sq km)

SYSTEMS

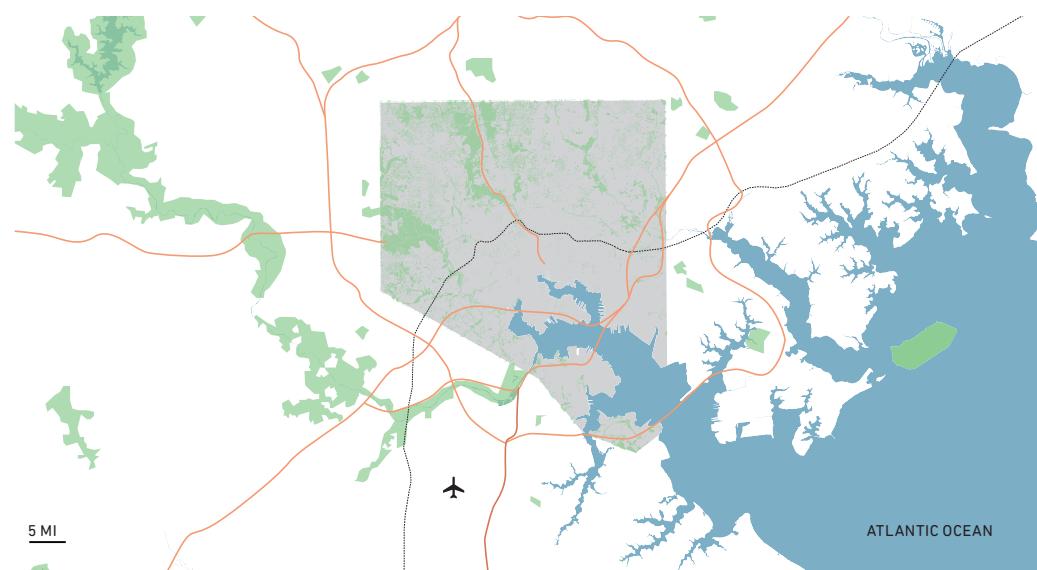
(1) Health

Public safety

(2) Education

Policy and Politics

After decades of losing population, in 2012 Baltimore finally reversed the trend. The city currently faces serious public safety challenges, in August 2014 a youth curfew was imposed, as an attempt to protect the young population. Several social initiatives have been gaining traction: the school district food supply comes from a city-owned farm, students learn about agriculture and benefit from fresh meals; a mobile health care system is trying to address the needs of poor and uninsured residents. Just recently the city has offered to welcome some of the immigrant children that have illegally entered the U.S. through the border with Mexico.

**SAINT LOUIS, MO****CITY**

Land Area 66 sq mi (171 sq km)

Founded 1764

POPULATION

City 318,000

Metropolitan Area 2,801,056

Peak 1950 856,796

POPULATION DENSITY

5,140 / sq mi (1,983 / sq km)

SYSTEMS

(1) Public Safety

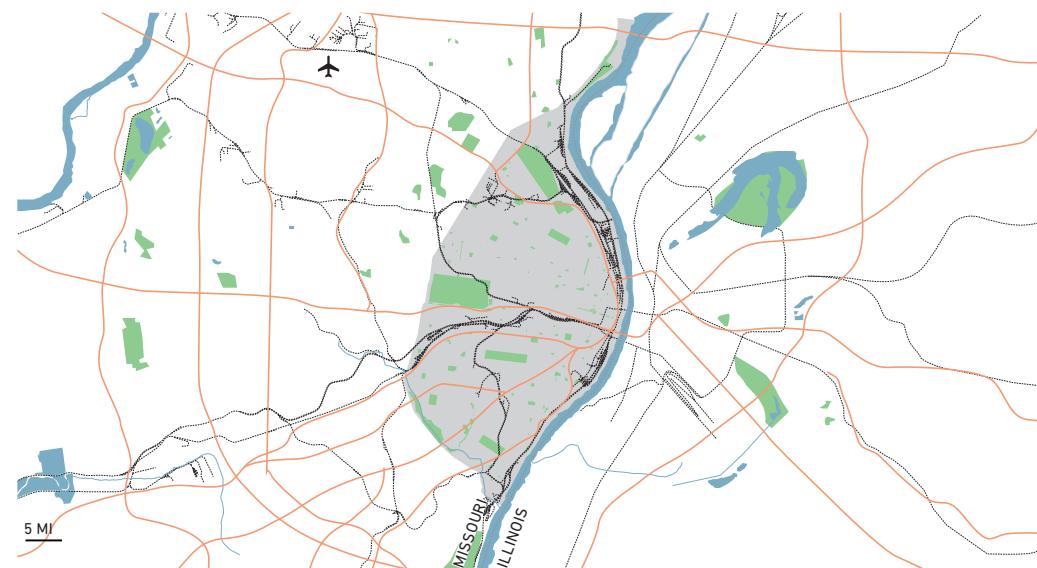
Policy and Politics

(2) Population and Demographics

Production and Manufacturing

St. Louis is well known for the challenges and demolition of the public housing project Pruitt-Igoe.

The social impacts of this urban trauma can still be felt today. The city has been through many urban development projects but none seem to be successful in addressing economic development as well as social development. Crime rates are among the highest in the country, although there has been some improvement over the years. More recent initiatives focus on youth development, including STLYouthJobs, which recruits young people from poor neighborhoods and finds job placement for them with local businesses.



- Major roads
- railroadS
- State Borders
- City Boundary
- Open Space
- Water bodies

EXERCISE 4: SITE INVESTIGATIONS

TEAM 12 teams of 4/5

SITE Newburgh + Region + Regional Site

TIMING 3 weeks

DELIVERABLES 3 Boards (36" x 60" vertical format) and Operative Site Analysis

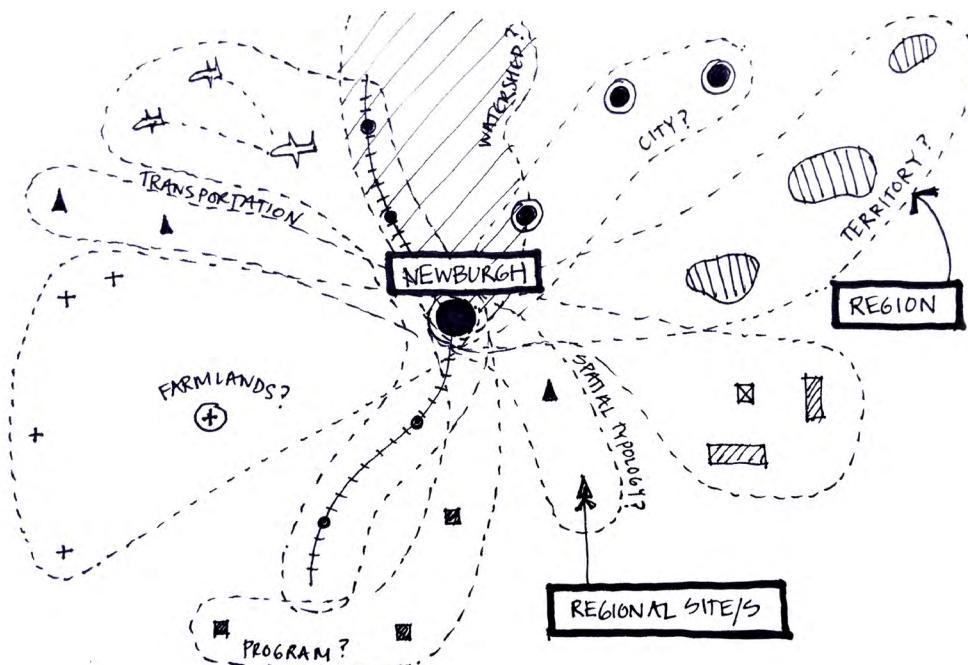
Video (45-60 Seconds) Sites and Regional Relationships

DATE ASSIGNED FRI SEPT 19th

PIN-UP WED OCT 8th

REVIEW DATE SAT OCT 11th

REVIEW TYPE Urban Design Fair



PROMPT

Through observation, mapping, analysis, and interpretation of key urban infrastructural elements, you will identify and define regional relationships and roles as they relate to carefully constructed sites. This investigation presents an opportunity to explore how different resources and exchanges across the various sites function today, and how they might change in the future. A regional comparison will introduce the notion of *competitive advantage*, positioning the studio's sites in the context of the greater metropolitan networks and beginning to formulate a conceptual approach for intervention. While we have broadly defined the Hudson River Valley as the "region" of focus for the studio, this assignment presents each group with the opportunity and charge to define "the region" in your own terms.

WEEK 1 NEWBURGH

After visiting Newburgh as a studio, teams will begin to map, research and analyze the physical and non-physical conditions of the site through their past (historic documentation), present (site observation), and possible futures (plans and proposals). This will include the regional systems acting in, on and around Newburgh. An additional independent site visit at the end of this first week will provide an opportunity for teams to return to the site to spend more focused time exploring particular areas of interest and meeting local residents, while experiencing the Newburgh Open studios. <http://www.newburghopenstudios.org/>

WEEK 2 Through exploring and mapping various systems that emerged from the earlier Newburgh research as significant in shaping the city or in the city's ongoing activity, teams will establish a preliminary approach to developing their own particular definition of 'region'. You will identify additional locations that are connected to the city through the systems or forces you have recognized as critical to your reading of Newburgh. After researching and independently visiting at least one additional regional site, you will study the relationships between these places and the regional systems you identified. Consider the forces, boundaries, and/or territories (political, demographic, cultural, economic or others) at work in your defined region as well as in Newburgh, and how they inform the network of larger regional relationships.

Some questions are suggested to begin inquiries:

What systems most clearly define the region of Newburgh to your group? How do these systems suggest additional regional sites to explore? How do multiple sites then collectively redefine the region of Newburgh? What draws people to these sites? What are the region's assets and resources? Can the studio's previous research about urban systems be used to identify relationships - dependencies, threats, competition, synergies, or others? Which specific strategies were proactively utilized (or unintentionally occurred) that shaped these advantages and disadvantages of various sites? How do these cities or sites rely on NYC or other regional anchors as their lifeblood? Through what specific systems or relationships? How do your regional site selections define or adjust what is understood as the core and periphery of Newburgh? How might an intervention in a regional site positively or negatively impact Newburgh and vice versa?

NOTES:

Each group will identify different regional sites based on their areas of interest and their chosen systems. Some may choose other cities of various sizes and character, while others might pick specific spatial or programmatic typologies. Each group will be responsible for later grounding their interventions in both Newburgh and the regional site(s).

Site context: 3D digital and/or physical construction of the sites, critical systems and infrastructure impacting the relevant area applicable to teams' selected sites, programs, and targeted clients should be initiated as soon as possible in this exercise. Design teams will use the modeling techniques for the design process, desk crits and public presentations throughout the remainder of the semester.

Video techniques to be encouraged: Metric studies, Models in video/Videos in models, Texture as additive and potentially generative tool, Animating information across multiple places, Inventive layering of simultaneous or synchronous videos.

WEEK 3 In this final week, you will begin to synthesize your site analysis and identify areas of opportunity for future intervention in both Newburgh and the selected regional site(s). You will investigate the competitive advantages and disadvantages of the comparative sites, identifying key conditions and characteristics that can inform design thinking for Newburgh and for the additional site(s). Interested stakeholders involved in the defined region should be identified while specific dependencies and relationships are explored and mapped.

You will propose potential locations for interventions in the region, and test first thoughts of design proposals at multiple scales. These preliminary proposals should present a framework evolved from clearly identified opportunities, beginning to argue for potential programs and spatial interventions in response to existing and future forces of change - social, demographic, economic, environmental, technological,

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governmental, or others. Careful considerations of context should inform the suggested architectural, urban, and regional relationships and the programmatic framework.

The exercise culminates with a review where you will present your understanding of the different scales that the sites must consider, operate in and respond to, as well as preliminary ideas for interventions. Factual data and experiential qualities of the site and region should be incorporated into the presentation to inform conceptual proposals for intervention, program development, and provocations for reviewer response and feedback.

Design strategies should consider the following questions:

What are the key challenges that your team's strategy proposes to address?

What are the primary systems or forces that led to your definition of the 'Newburgh Region'?

How do the existing programs and physical design of the sites create a competitive advantage or disadvantage, and how might this change?

What are the specific dependencies between the multiple regional sites?

Do they have a co-operative advantage?

What are the relationships between the core and the periphery of each of these areas?

How are the resources and exchanges on these sites felt and lived through as concrete experiences?

Are resources easily accessible for all residents? How does your proposed intervention change this?

Who are the key stakeholders that would need to be involved in your proposed intervention?

What are the various scales you need to be working at?

What do these sites look like; how are they experienced by their inhabitants and how do the physical forms and designs affect their vitality and quality of life?

EXERCISE 4.5: SITE INTER/EXTR-ACTIONS

TEAM 12 groups of 4/5

SITE Newburgh

TIMING 2 weeks

DELIVERABLES Site intervention / workshop + video documentation

ASSIGNED DATE SAT OCT 11th

SITE WORKSHOP DATE SAT OCT 25th



TOP LEFT Minhocão on a Sunday

by Vinicius Gonçalves.

TOP CENTER Clingfilm Graffiti

by Global Street Art Blog.

TOP RIGHT Parking day Image

by PARK(ing) Day Philadelphia

BOTTOM Images from site inter/extr-action

East Harlem MSAUD fall 2013



Building on the reading of Newburgh and its region, and the initial proposal developed in the previous assignment, you will be asked to take this opportunity to experiment and test your group's hypothesis by temporarily grounding your provocations in a chosen Newburgh site. This will be a chance to measure your reading of actors and factors, systems and relationships, spaces and potentials in an investigative and interactive manner.

You are asked to engage with the selected site through the design, planning and implementation of a transformative intervention, using this as an opportunity to test thesis ideas, adapting them to the specifics of the site, while creatively documenting responses during the 'event'.

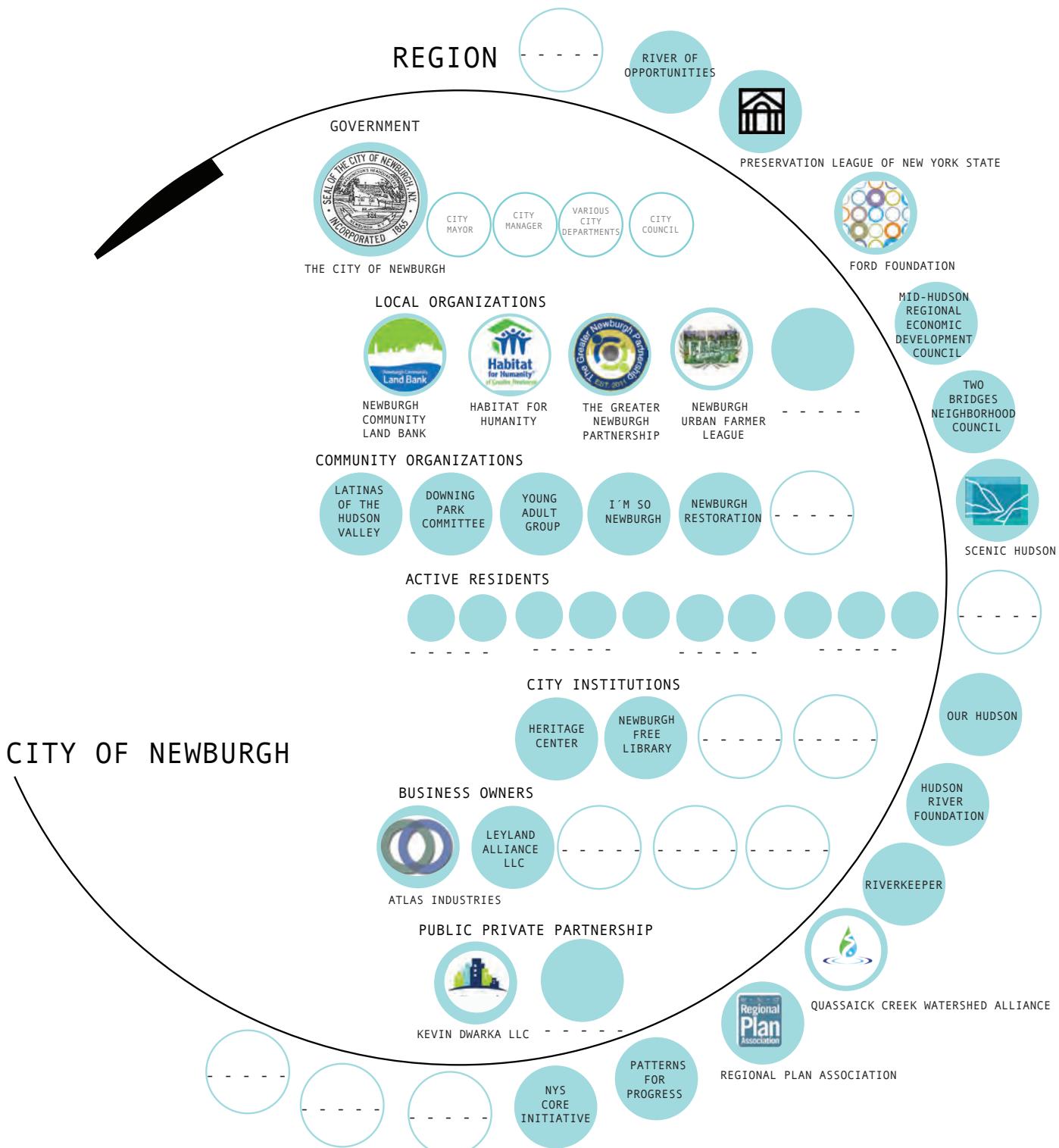
In the first week, each group will identify a local stakeholder to work with (business owners, local residents, organizations, student groups etc), as well as specific locations for intervention, and plan a mode of interaction that will engage multiple constituencies.

Over the weekend of the 18th and 19th of October, you will visit and test your intended workshop site, meet with local partners and review concept plans for installation/intervention/interaction, etc. The final week will focus on preparation, construction, planning, organizing and refining plans as needed, with the final workshop event planned for a full day on Saturday, October 25th.

You are asked to be creative, yet directed in your proposals for temporary installations or activities, focusing on key themes or provocations that are most pertinent to the team's interests. While each group will likely address a specific existing challenge, you should consider how some of the negative preconceptions of the site might be balanced by highlighting various positive assets of Newburgh and your team's regional focus.

Interventions may include urban performances, interviews, games, interactions with constructed forms, construction of forms/artwork onsite with onsite volunteers, alteration of access, challenge of typical movement on site, working with existing or lacking programs, or any other type of relevant activity developed by the group.

Documentation of the onsite interactions should be completed in conjunction with previous site research and planned in advance of the event, so that footage might be incorporated into future film deliverables. Consider how evidence of on-site opportunities and challenges might be captured, while the various key actors and factors are represented. Explore how a moving image might represent the key questions or themes, illustrate the intent of the intervention, capture on-site reactions, and utilize multiple camera angles of concurrent action. Consider this inter/extr-action as a thesis experiment and use the on-site work to evolve the reading and understanding of site while further developing the framework of upcoming design proposals.



EXERCISE 5: DESIGN PROPOSAL / INTERVENTION / STRATEGY

TEAM 12 groups of 4/5

SITE Newburgh, Regional Site(s)

TIMING 6 weeks

ASSIGNED DATE FRI OCT 23^d

INTERIM REVIEW DATE SAT NOV 8th

DELIVERABLES (INTERIM) film + digital
+ boards + model

FINAL REVIEW DATE SAT DEC 6th

DELIVERABLES (FINAL) film + digital +
boards + model

REVIEW TYPE Urban Design Fair

MSAUD Fall 2012 final review



Reflecting on information and experiences gathered through the site inter/extr-action, as well as site and regional research analyzed in the previous assignments, you will develop your design proposal and larger vision for a regional framework. Using multiple media (digital model, physical model, video, hand drawings, etc.) you will develop designs addressing at least 3 distinct temporal and spatial scales.

Consider how the knowledge gathered in previous assignments can be translated, scaled, and interpreted to inform a multi-scaled design strategy. Frame and articulate your larger vision, and use design to test your approach. Refine your strategy to achieve a regional vision; consider various stakeholders, phasing, policy approaches, strategic points of intervention/departure, funding or investment incentives, and an overall action plan for implementation.

Through the proposed interventions, projects will examine and challenge the ways in which cities and regions operate and evolve using their various infrastructures, socio-cultural diversities and political contexts. Navigating the proposed design ideas across multiple time frames and narratives, projects will employ various visual representation techniques to communicate a range of scales, from individual human experience to the regional system.

Projects will outline a provocative future vision for the city of Newburgh and its region, and develop the general strategy for achieving this vision.

At a minimum, the following areas should be addressed:

How **RESOURCES** and **EXCHANGES** play a role in the project

The **COMPETITIVE ADVANTAGES** addressed or created by the proposal

The **KEY URBAN INFRASTRUCTURAL SYSTEMS** proposed need to be engaged in order to manifest the change they are proposing

Address **MULTIPLE SCALES** of design intervention, and their effect/ impact (scale of object, building, block, neighborhood, city, region etc.)

Key **PARTNERS/ ACTORS/ PLAYERS**

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- Identified **OPERATIONAL STRATEGIES** for achieving this intervention (policy, partnerships, financing, incentives, mechanisms etc)
- Suggested **TIMELINE** (or phasing) of implementation for different aspects of the intervention (immediate, temporary, short term/ long term, pilot project)
- RELATIONSHIP** of multiple sites
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INTERIM REVIEW:	MOVING IMAGE [1 MINUTE]
REQUIREMENTS	The relationship of Resource/Exchanges Definition of site and region Building context and raising polemical question
	MODEL Operates as part of the site analysis Establishes the scope of the site boundaries Expands and illustrates the notion of infrastructure important to frame your project's arguments
	BOARDS [2-3 BOARDS, 36"x 60" VERTICAL FORMAT] All of the above substantiated with analysis of research and additionally answers questions: What? Where? When? Who? How (in terms of operational moves/motives)?
FINAL REVIEW:	MORNING PRESENTATION
REQUIREMENTS	SITE ANALYSIS 1 Minute Moving Image CONCEPT MODEL Physical or digital BOARDS 3 boards, 36"x 60" vertical format, with one additional board optional. Exact layout of the content is flexible to best suit the project's needs.
	Boards will include: TITLE of the project (font size: minimum 120 point) One STATEMENT (not description) of 'project proposal'.(font size minimum: 36 point) PRIMARY IMAGES (24"x 36" Minimum) DESIGN PROPOSAL + all relevant analytical drawings plans, elevations, sections, perspectives, obliques, aerials, conceptual models, collages, sections, diagrams, photo essays, etc. STRATEGIC REFERENCES to the Regional Research exercise to best argue for the proposal. PHASING STRATEGY in appropriate scales if applicable.

AFTERNOON PRESENTATION

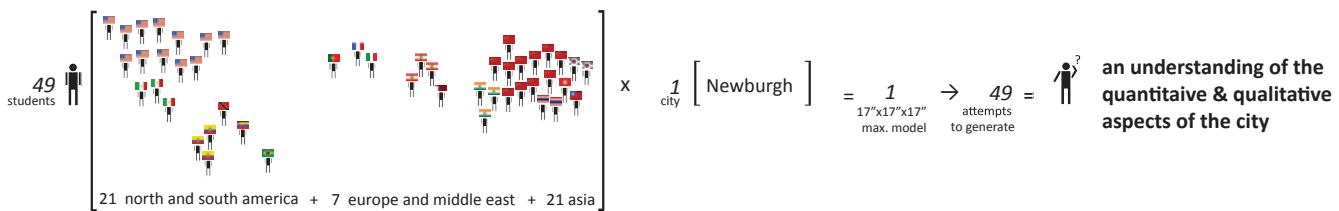
- DESIGN STRATEGIES** Moving Image, 2 Minutes max.
- This presentation is to be a carefully crafted and edited moving image using multiple media. Inventive combinations of video footage, video/photo montage and animation, mapping/diagramming/dynamic modeling, spatial drawings and illustrations, voiceover, sound overlays, etc). All materials including sound must be self-produced and/or recorded. No atmospheric add-on music is permitted.

DESIGN AND RESEARCH GROUPS

urban design!... group design??

[1] BLIND ATTEMPT "What is your impression of NEWBURGH?"

Each **student** will construct a physical model that illustrates best you own evaluation and perspectives on the city of Newburgh.



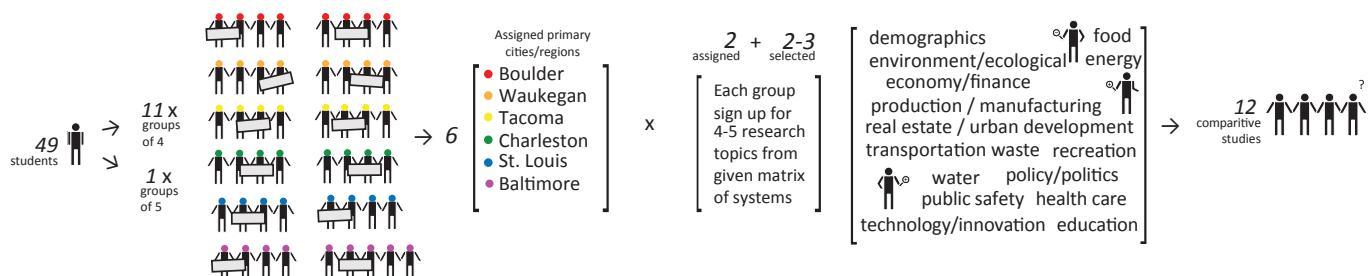
[2] MUTE ATTEMPT "What defines the "region" of Newburgh?"

Each **student** will be assigned an area along the Hudson Line, Metro North stops to investigate, document, analyze and represent in no more than one minute of digital moving image. The goal is to articulate the definition of urban fabric, people, textures, resources, exchanges etc



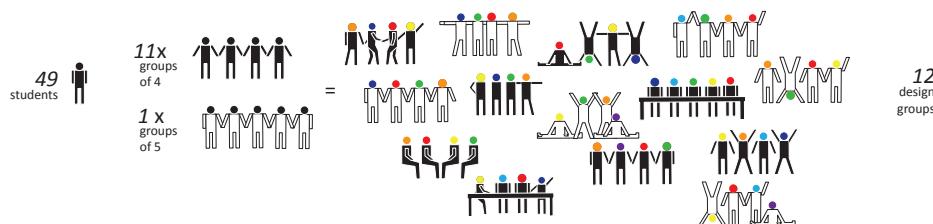
[3] AMERICAN CITIES AND SYSTEMS ANALYSIS "What is America Like?"

Each **research group** (groups of 4 or 5) will be assigned a national city to investigate through the lens of 2 assigned systems and 2-3 selected systems. Teams will use the city and its region to explore the different systems comprehensively across multiple scales and synthesize the research in order to critically question how all of these systems combine to influence the city and region.

[4+4.5+5] CORE DESIGN GROUPS **DO NOT** sign-up before September 22nd!

Students will then form **core design groups**, carrying the discoveries and figuring out common or complementing interests from the blind and mute attempts and matrices-in-making. Each group will be composed of 4-5 members.

Teams will be formed to include 4 or 5 different cities and teams from the previous assignment. **In order to encourage cross-cultural dynamics, group members should come from different countries of origin and have different first languages.** Once the core groups have been formed, group members will work together throughout the semester to develop studio projects.



SOURCES

*Essays, Reports, News Articles,
and other materials are collected
continuously on the studio website,
<http://msaudcolumbia.org/fall/2014>*

Giovanna Borasi and Mirko Zardini, editors, *Imperfect health : the medicalization of architecture* (Montréal: Canadian Center for Architecture, c2012).

Julie Campoli, *Made for Walking: Density and Neighborhood Form* (Cambridge, Mass.: Lincoln Institute of Land Policy, 2012).

Vishaan Chakrabati, *A country of cities : a manifesto for an urban America* (New York: Metropolis Books, 2013).

Ried H. Ewing, *Pedestrian- and Transit-Oriented Design* (Washington, DC.: Urban Land Institute, 2013).

H. Patricia Hynes and Russell Lopez, *Urban Health: Readings in the Social, Built, and Physical Environments of U.S. Cities* (Sudbury, Mass.: Jones and Bartlett Publishers, 2009).

Liat Margolis and Alexander Robinson, *Living systems : innovative materials and technologies for landscape architecture* (Basel : Birkhäuser ; London : Springer [distributor], 2007).

Mohsen Mostafavi and Gareth Doherty, editors, *Ecological Urbanism* (Baden, Switzerland: Lars Müller, c2010).

Boris S. Pushkarev, *Urban Space for Pedestrians: A Quantitative Approach* (Cambridge, Mass.: The MIT Press, 1976).

Eric W. Sanderson, illustrations by Markley Boyer, *Mannahatta : a natural history of New York City* (New York: Abrams, 2009).

Eric W. Sanderson, *Terra Nova: The New World After Oil, Cars, and Suburbs* (New York: Abrams, 2013).

Edward R. Tufte, *Envisioning Information* (Cheshire, Conn.: Graphic Press, c1990).

Alexandros Washburn, *The Nature of Urban Design* (Washington, DC: Island Press, 2013).

William Cronin, *Nature's Metropolis: Chicago and the Great West* (W.W. Norton & Co, 1991).

Charles Waldheim, ed. *Landscape Urbanism Reader.* (Princeton Architectural Press, 2006).

Lisa Benton-Short & John Rennie Short, *Cities and Nature* (Routledge, 2008)

Matthew Gandy, *Concrete and Clay: Reworking Nature in New York City* (MIT Press, 2002).

The Center for Landuse Interpretation, *Up River, Man-Made Sites of Interest on the Hudson from the Battery to Troy* (Blast Books, 2008)

MOVING IMAGES

WEEK 1	SEPT 03	W	discussion Syllabus review, Prompt 01 Blind Attempt assigned	SD JM LA CK SM CL PB PD AP
	SEPT 05	F	pin up Prompt 01 Blind Attempt review (rm 114) discussion Prompt 02 Mute Attempt assigned	SD JM LA CK SM CL PB PD AP
WEEK 2	SEPT 08	M	pin up Prompt 02 Mute Attempt review (rm 114) discussion National Cities+ Systems assigned	SD JM LA CK SM CL PB PD AP
	SEPT 10	W	desk crit National Cities + Systems + Present Additional Systems	SD JM LA CK SM CL PB PD AP
>	SEPT 12	F	guest lecture 1:00 - 2:00 pm (rm 114) desk crit National Cities + Systems	SD JM LA CK SM CL PB PD AP
>	SEPT 13	Sa	workshop GIS	
>	SEPT 14	Su	workshop GIS	
WEEK 3	SEPT 15	M	desk crit National Cities + Systems	SD JM LA CK SM CL PB PD AP
	SEPT 17	W	review National Cities+ Systems (rm 115) discussion Design teams created + Design analysis assigned	SD JM LA CK SM CL PB PD AP
	SEPT 19	F	review National Cities + Systems (ware) discussion Design analysis assigned	SD JM LA CK SM CL PB PD AP
WEEK 4	> SEPT 22	M	<u>site visit</u> Newburgh 8:30 am - 7:00 pm	SD JM LA CK SM CL PB PD AP
	SEPT 24	W	desk crit Studio / Mapping / Analysis	SD JM LA CK SM CL PB PD AP
>	SEPT 26	F	guest lecture 1:00 - 2:00 pm (rm 114) desk crit Identifying key opportunities / Identify regional sites	SD JM LA CK SM CL PB PD AP
>	SEPT 27	Sa	independent site visit	
>	SEPT 28	Su	independent site visit	
WEEK 5	SEPT 29	M	desk crit Regional site research / Site narratives	SD JM LA CK SM CL PB PD AP
	OCT 01	W	desk crit Studio / Mapping / Analysis + Regional site selection	SD JM LA CK SM CL PB PD AP
>	OCT 03	F	guest lecture 1:00 - 2:00 pm (rm 114) desk crit Studio / Mapping / Analysis + Site visit documentation	SD JM LA CK SM CL PB PD AP
>	OCT 04	Sa	independent site visit Regional site	
>	OCT 05	Su	independent site visit Regional site	
WEEK 6	OCT 06	M	desk crit + workshop Newburgh and the Region	SD JM LA CK SM CL PB PD AP
	OCT 08	W	pin up Site + Program + Design	SD JM LA CK SM CL PB PD AP
	OCT 10	F	desk crit Site + Program + Design	SD JM LA CK SM CL PB PD AP
>	OCT 11	Sa	review Sites + Region (rm 113, 114, 115 & hall) Site Inter / Extr-action assigned	SD JM LA CK SM CL PB PD AP
WEEK 7	OCT 13	M	no studio makeup day	
>	OCT 15	W	seminar 2:00 - 4:00 pm (rm 114) desk crit Site Inter / Extr-action proposals	SD JM LA CK SM CL PB PD AP
	OCT 17	F	desk crit Site Inter / Extr-action proposals	SD JM LA CK SM CL PB PD AP
>	OCT 18	Sa	independent site visit Workshop sites	

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WEEK 8	OCT 20	M	desk crit Site Inter-'Action' proposals + Documentation discussion	SD JM LA CK SM CL PB PD AP
	OCT 22	W	desk crit Workshop preparation	SD JM LA CK SM CL PB PD AP
	OCT 24	F	desk crit Workshop preparation	SD JM LA CK SM CL PB PD AP
>	OCT 25	Sa	workshop Newburgh	SD JM LA CK SM CL PB PD AP
WEEK 9	OCT 27	M	no studio makeup day	
	OCT 29	W	workshop Inter-group charette	SD JM LA CK SM CL PB PD AP
>	OCT 31	F	guest lecture 1:00 - 2:00 pm (rm 114) desk crit Draft of video	SD JM LA CK SM CL PB PD AP
WEEK 10	NOV 03	M	no studio academic holiday	
	NOV 05	W	desk crit	SD JM LA CK SM CL PB PD AP
	NOV 07	F	desk crit Dry run	SD JM LA CK SM CL PB PD AP
>	NOV 08	Sa	review Design proposal + videos (rm 113, 114, 115 & hall) Project grounding + development strategy discussion	SD JM LA CK SM CL PB PD AP
WEEK 11	NOV 10	M	no studio makeup day	
>	NOV 12	W	landscape seminar 2:00 -4:00 pm (rm 114) desk crit Project proposal	SD JM LA CK SM CL PB PD AP
	NOV 14	F	desk crit Project proposal	SD JM LA CK SM CL PB PD AP
WEEK 12	NOV 17	M	desk crit Project proposal	SD JM LA CK SM CL PB PD AP
	NOV 19	W	pin up Project proposal (2 groups per session)	SD JM LA CK SM CL PB PD AP
	NOV 21	F	desk crit Project proposal and digital presentation	SD JM LA CK SM CL PB PD AP
WEEK 13	NOV 24	M	desk crit Digital presentation and board layout	SD JM LA CK SM CL PB PD AP
	NOV 26	W	workshop Cross -group + Mock up boards at full size	SD JM LA CK SM CL PB PD AP
	NOV 29	F	no studio thanksgiving holiday	
WEEK 14	DEC 01	M	pin up Draft boards printed, digital presentation and handout	SD JM LA CK SM CL PB PD AP
	DEC 03	W	desk crit Dry run 5min presentations (rm 114)	SD JM LA CK SM CL PB PD AP
	DEC 05	F	desk crit Final boards printed by 2:00 pm + Dry run + Handouts	SD JM LA CK SM CL PB PD AP
>	DEC 06	Sa	final review 10:00am - 6:00 pm (rm 113, 114, 115 & hall)	SD JM LA CK SM CL PB PD AP