

Columbia University
Graduate School of Architecture, Planning and Preservation
A4104-2: Advanced Studio IV, Spring 2019, "Scales of Environment"
Critic: Adam Frampton (asf@only-if.com)

University as Urban Form

In the current neo-liberal moment, urban design is increasingly considered as a remedial or bottom-up activity, and the city is seen as something either uncontrolled or almost exclusively shaped by private capital and/or market dynamics ("What Ever Happened to Urbanism?"). At the same time, it is undeniable that urban policies have significant consequences on the form (or absence thereof) of cities. A case in point is Newburgh, New York, where the effects persist from the so-called policies of "urban renewal" from the 1960's and 1970's, when 1,300 buildings were demolished. Aside from the displacement of its residents, urban renewal decimated Newburgh's waterfront along the Hudson River— the historical engine of the city's economy.

Since the 1960's, a series of "big plans" have either been responsible for, or attempted to, unsuccessfully, address the voids in Newburgh's waterfront, from Frank Gehry's 1966 plan to the 2007 New Urbanist plan of Duany Plater-Zyberk. In the recent [Fourth Regional Plan](#), the Regional Plan Association has identified Newburgh as one of nine places in the region that present an opportunity for equitable and sustainable future growth. In 2019, a series of projects are poised to happen on the Newburgh waterfront: the expansion of the SUNY (State University of New York) Orange campus under the "Innovation Grand Street" plan, the sale and repurposing of the former City Hall, a new pier and deep-water port, and the potential renovation of the Newburgh Free Library and preservation of the Dutch Reformed Church. At the same time, despite the potential significance of these projects, it's unclear how to provide a coherent and collective framework for Newburgh. In such a fragmented condition, how do we shape the city?

This studio will, counterintuitively, propose another "big plan" for the Newburgh waterfront. The studio will work through large-scale thinking, large-scale ambition, and large-scale models. The studio will consider a hypothetical university, which could potentially be a further expansion of SUNY Orange and/or a fifth center for the institution, the nation's largest comprehensive public university system, with 445,000 enrolled full-time and part-time students. For Newburgh, education could catalyze economic growth, innovation, and social mobility, but also re-structure the waterfront and provide urban legibility. For us, the university is also a pedagogical means to investigate the interrelationship and communication between architecture and urbanism.

The studio will start by analyzing the campus as a type, with a particular interest in its form and the possibility of abstraction. We will learn from solutions specific to other conditions, places, and times, while also extrapolating essential qualities and formal organizations (enclave, plateau, wall, roof, bridge, textile, etc.) that might be transferred to Newburgh. In parallel, the studio will examine architectural and urban theory on urban form, with a focus on O.M. Unger's theory of "großform" and proposal for the "green archipelago" of Berlin.

Students will propose a new university campus along the Newburgh waterfront. Although the legibility of urban form and imagination of a new knowledge infrastructure is a primary concern, the intent is for projects to engage actual realities, existing vacant structures, and current proposed projects. Designs will be developed primarily at an urban scale, although architectural and programmatic specificity is also required. Finally, student proposals will speculate on relationships with larger territories, environments, and economies.

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The semester will be organized into three phases:

- I. Campus Precedents / Investigations in Urban Form (1.5 weeks, assignment attached)
- II. Site analysis (1.5 weeks, assignment to be issued)
- III. Urban proposal (10 weeks, assignment to be issued)

Notes:

- The studio meets for desk crits on Monday and Thursdays from 1:30-6:30pm.
- There will also be a weekly all-studio session on Wednesdays from 3:00-5:00pm.
- All studio work will be compiled into a book summarizing the studies and outcomes of the semester. Given the range of different precedents, sites, and ideas explored, it is expected that students coordinate their work into a shared template, format, visual language, etc. so that the knowledge can be presented coherently as a single body.
- Teamwork and collaboration are encouraged. Although students may work independently, teams of two are highly recommended.
- Detailed schedule to be issued on 01/24.

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Readings and Resources

Education / Urban Form

Aureli, Pier Vittorio. "Labor and Architecture: Revisiting Cedric Price's Potteries Thinkbelt." LOG 23 (Fall 2011): 97-118.

Haar, Sharon. The City as Campus: Urbanism and Higher Education in Chicago. Minneapolis: University of Minnesota Press, 2011. xiii-xxx.

Koolhaas, Rem. "What Ever Happened to Urbanism?" from S,M,L,XL. New York: The Monicelli Press, 1995: 959/971.

Schrijver, Lara. "The Archipelago City: Piecing together the Collectivities." OASE 71 (2016): 18-37.

Ungers, O.M., Rem Koolhaas, Peter Riemann, Hans Kollhoff, and Artur Ovaska. Cities within the City. Sommer Akademie of Berlin by Cornell University. 1978.

Newburgh

City of Newburgh, New York. Newburg Vacant Property Reuse Plan. March 31, 2014.

City of Newburgh, New York. DRAFT Local Waterfront Revitalization Program. July 20, 2017.

City of Newburgh, New York. Vision Plan. September 2018.

Columbia University GSAPP Historic Preservation Studio II. Newburgh: Re-Thinking Heritage Tourism. Spring 2018.

Duany Player-Zyberk & Company, for Leyland Alliance LLC and City of Newburgh. The Newburgh Waterfront. 2007.

Orange County Transportation Council. Newburgh Area Transportation Land Use Study, May 2012.

Scenic Hudson. Revitalizing Hudson Riverfronts. 2010.

SUNY

Deffenbaugh, Ryan. "SUNY Orange plans Newburgh hub for training, entrepreneurship." Westfair Online, January 6, 2019.

JMZ Architects and Planners, P.C. SUNY Orange Facilities Master Plan. October 2015.

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I.
Campus Precedents / Investigations in Urban Form (1.5 weeks)

The studio will start by analyzing the campus as a type, with a particular interest in its form and the possibility of abstraction. Each individual or team will take one precedent. Through drawing, we will learn from solutions specific to other conditions, places, and times, while also extrapolating essential qualities and formal organizations that might be transferred to Newburgh. Other "campuses" aside from those listed below may be introduced, although these examples have been identified because, in many cases, they offer a strong form and clear organizational (i.e. enclave, plateau, spine, tower, field, roof, bridge, mat, etc.) Furthermore, each project claims a certain ideological and pedagogical agenda vis-à-vis spatial hierarchies, organization, circulation, structure, etc.

University of Virginia	Thomas Jefferson	1817-1825
Columbia University	McKim, Mead, and White	1893-1900
Illinois Institute of Technology	Mies van der Rohe	1943-1957
University of Punjab in Lahore, Pakistan	Constantinos Doxiadis	1959-1974
SUNY Albany	Edward Durell Stone	1961-1971
Indian Institute of Management, Ahmedabad	Louis Kahn & B.V. Doshi	1962-1974
Simon Fraser University, Canada	Arthur Erickson	1963-1965
Berlin Free University, Germany	Candilis, Josic, Wood	1963-1974
Helsinki Polytechnic (formerly), Otaniemi	Alvar Aalto	1964-1974
University of Calabria, Italy	Vittorio Gregotti	1972-1979
SESC Pompéia, Sao Paulo, Brasil	Lina Bo Bardi	1977-1986

Minimum requirements for Monday, 02/04 pinup:

1. A 36" x 36" original drawing (printed) of the selected precedent that reveals its organization and form. The drawing should be black and white, emphasize clarity, and combine different scales of information (urban and architectural). If three-dimensional representation is used, consider plan or section / elevation oblique such that orthographic / flat representation can be preserved in the drawing. It may be useful to explode layers (maximum 2-3) or cut-away to illustrate or reveal.
2. A narrative screen presentation using photographs, drawings, and/or diagrams:
 - a. Describing the history of the project
 - b. Describing the pedagogical and institutional context of the campus
 - c. Illustrating layers, insights, and details from the printed drawing
 - d. Illustrating a sectional condition or sectional condition(s) of the campus
 - e. Illustrating the "systems" of design vs. the exceptions
 - f. Illustrating growth over time, and/or original planning vs. adaptations of the campus