

Cornell University
College of Architecture, Art and Planning
Department of City and Regional Planning

CRP 3851/5851: Special Topics in Urban Design Sustainable Adaptation of Large Modern Footprints



Above: Queens Museum, Unisphere, and the New York State Pavilion from Terrace at the Park at Flushing Meadows-Corona Park, Queens NY.



Above: Graphic depicting 92.6 acre area with buildings and streets faintly visible that will be removed to prepare for HemisFair '68, the 1968 World's Fair in San Antonio, Texas. Source: University of Texas at San Antonio Libraries, Archives and Special Collections, San Antonio Fair, Inc., Records, 1962-1995.

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Office: 214 W. Sibley Hall

Office hours: Thursdays, noon – 3:00 pm.

Class Day and Time: Tuesdays, 12:55 PM – 4:00 PM

Class Location: Sibley B-10. Sometimes in the 3rd floor lab

Required Field Trip to Flushing Meadows Corona Park:

Friday, September 12- Saturday, September 13

GTRS for course: Brian Byrd. See blackboard for his office hours and contact information.

Substantial questions loom over the fate of World's Fair sites and other large mid-twentieth sites, e.g. former Olympics sites and urban renewal districts, public housing developments, suburban office parks and downtown towers and plazas, among other products of modernist planning and design. Modernism brought a sea change in urban design, city planning, and architecture. It had broad implications for the future of whole districts and swathes of the city. Some modern sites have been heralded as successes; many have been criticized as failures. All of them left a substantial footprint in the built environment. What are the positive and negative aspects of the built legacy of modernist design and planning? How can sites of the mid-twentieth century be preserved and adapted to the needs of the 21st century? What can we learn from adaptation and stewardship of these sites that might be applied to the contemporary practice of planning and design?

This course focuses on the application of spatial analysis, direct observation, and case study research to questions of how to sustainably adapt and maintain urban sites from the mid-twentieth century and recent past. This course will focus on analysis and comparison of former World's Fair sites - the site of the 1939 and 1964 World's Fairs in Flushing Meadows Corona Park in Queens, New York and HemisFair '68 in San Antonio, Texas. We will also make comparisons to other peer sites in Seattle and Montreal and to other modernist sites.

We will search a range of practices, from retrofitting and place-making techniques, to landscape sustainability initiatives, to public history and preservation techniques. This class brings together topics in sustainable urban design, land use planning, and historic preservation into a culminating, interdisciplinary exploration. The result will be joint faculty and student research aimed at recommendations for the two specific sites and more generally principles to apply to large modern sites.

Credits: This course may be taken for **3 – 4 credits**. You may petition to use the course to fulfill CRP's workshop requirement. Students taking the course for 4 credits are expected to spend extra time and serve in a leadership role on class projects.

Prerequisites: Introduction to GIS course. It is intended for second year graduate students and advanced undergraduate students.

Learning Objectives

This course incorporates the following Planning Accreditation Board learning objectives:

- To develop a solid foundation for lifelong learning and advanced studies in planning and urban studies.
- To understand the historic origins of contemporary planning practice and to anticipate further advances in the field.
- To gain an understanding of the complexity of planning efforts and the need to seek and include citizens in planning processes, especially disadvantaged and marginalized persons and groups.
- To think analytically and critically about issues that face rural, suburban, and urban communities and the role of planning in addressing those issues.
- To communicate creatively and effectively in writing, speaking, and presenting information on planning topics.

The following are additional learning objectives:

- To apply concepts of sustainable urban design and historic preservation to real world examples.

- To understand and apply theories of public space, cultural landscapes, and place-making.
- To gain a nuanced and in-depth understanding of the challenges and opportunities in preserving examples of modernism.
- To apply methods of spatial analysis.

Course Format

This course combines a workshop and seminar format. All participants are expected to prepare for class activities and actively contribute to joint exploration.

Course Requirements

Students are expected to:

- Attend all classes, field trips, and required activities.
- Read all required texts.
- Complete assignments on time.
- Participate thoughtfully, respectfully, and equitably. Come to class prepared.
- Work collaboratively with all involved in the course.
- Required Field Trip: We will have a field trip and data collection opportunity in September. Students in the class are required to attend. Overnight accommodations are provided. We will leave the morning of Friday, September 12 and return late on Saturday, September 13.

Texts

Required texts are available on course reserve at the Fine Arts Library. Additional readings are available online via the Cornell Library, on course reserve at the Fine Arts Library, and/or otherwise distributed in class and on Blackboard.

Evaluation

Students are expected to actively participate in all class meetings. Student work will be assessed and graded as follows:

- Modern footprint case study (short paper and presentation) - 25%
- Interim products – 30%
- Final group project (report and presentation) – 30%
- Seminar, Team, and Field Trip– 15%

Policies

Attendance – You are expected to be in class and participate. In the event of an illness or family emergency, you must send an e-mail indicating the reason for your absence. Absences will affect your grade. More than two unexcused absences will result in a failing grade.

Academic Integrity – Your work must be your own. When you use a map, photograph, or diagram from another source or when you quote text, you must provide a reference to the artist or author. All of your

work should be consistent with Cornell's Code of Academic Integrity, available here:
<http://cuinfo.cornell.edu/Academic/AIC.html>.

Note to students with disabilities: If you have a disability-related need for reasonable academic adjustments in this course, please provide the instructor with an accommodation notification letter from Student Disability Services as soon as possible. A notification letter should be provided within the first two weeks of the semester or from the occurrence of an injury or illness. I would like to invite you to set up a meeting with me to discuss needed accommodations in a confidential environment. If you have not done so already, I encourage you to meet with Student Disability Services for disability verification and determination of reasonable accommodations.

Laptops - You may bring a laptop to class; however, do not use for unrelated e-mail checking, social media, or other irrelevant and distracting tasks.

Tentative Course Schedule

The contents of this syllabus may shift throughout the semester to enhance class learning objectives and outcomes. If changes are made in the readings or assignments, this information will be communicated as early as possible.

Week 1 –How do we define Modern, Sustainable and Adaptation? (August 26)

Readings due:

- Birch, Eugenie L. 2011. "From CIAM to CNU: The Roots and Thinkers of Modern Urban Design." In *Companion to Urban Design*, edited by Tridib Banerjee and Anastasia Loukaitou-Sideris, 9–27. London ; New York: Routledge.
- Ilana Judah and Daniel Kaplan. "Sustainability and Modernism: Design Research and Cornell NYC" *Docomomo* 44 -- 2011/1.
- DeKay, Mark with Susanne Bennett. *Integral Sustainable Design*. London and Washington DC: Earthscan, 2011. P. 11-40.

Week 2 – More about World's Fairs; Data Collection Methods (September 2)

Readings due:

- Rydell, Findling, and Pelle. 2000. "Fairs in the Atomic Age" in *Fair America*. Washington and London: Smithsonian Institution Press.
- Gehl, Jan. *How to Study Public Life*. Washington: Island Press, 2013. Chapter: "Counting, Mapping, Tracking, and Other Tools"
- Selection from Sepe, Marichela. 2013. *Planning and Place in the City: Mapping Place Identity*. 1 [edition]. London ; New York: Routledge, Taylor & Francis Group.
- Carmona, Matthew and Filipa Matos Wunderlich. "Public Space: Is it Really that Bad?" and "Spaces of the Community City" from *Capital Spaces: The Multiple Complex Public Spaces of a Global City*. New York, NY: Routledge, 2012.

- Examine ESRI's Story Maps: <http://storymaps.arcgis.com/en/app-list/>; Google Fusion Tables <https://support.google.com/fusiontables/answer/2527132?hl=en>

Interim Deliverables Due:

1. 1 paragraph proposal for Modern Footprint Adaptation – individual case study.
2. Form a three-person team that will:
 - coordinate with each other on field trip data collection;
 - produce comparison/summaries of 1 of 4 case study world's fair sites; and
 - contribute to either HemisFair Park or Flushing Meadows-Corona Park recommendations by the end of the semester.

Week 3 –Sustainability and Revitalization at Two Former World's Fair Parks; Mapping Observations (September 9)

1:15 pm Virtual Speaker: Andres Andujar, Hemisfair Park Area Redevelopment Corporation.

Readings due:

- Read Flushing Meadows background materials, framework plan, NY State Pavilion Listening Sessions, available from this page: <http://www.nycgovparks.org/parks/flushing-meadows-corona-park>
- Read HemisFair Master Plan: http://www.hemisfair.org/pdfs/2012-06-18_Hemisfair_Framework_and_Master_Plan.pdf

Interim Deliverables Due:

- Bring questions on HemisFair Master Plan for Andres Andujar.
- Bring a 2-3 page plan to collect photo/video/audio data collection for the Flushing Meadows-Corona Park field trip, including how this data can be mapped, summarized, or otherwise visualized.

You will share your data with the rest of the group and you will also write a short executive summary that summarizes areas where you observe opportunity and/or conflict in terms at Flushing Meadows-Corona Park. This will be due September 23.

Required Field Trip (September 12-13)

We will be touring Flushing Meadows Corona Park and gathering observations/data about the park for use in the final project. We will leave early Friday morning and return late Saturday night.

Week 4 – Debrief Field Trip; Urban and Adaptive Design (September 16)

Readings due:

- Linovski, O., and A. Loukaitou-Sideris. 2013. "Evolution of Urban Design Plans in the United States and Canada: What Do the Plans Tell Us about Urban Design Practice?" *Journal of Planning Education and Research* 33 (1): 66–82.
- Selections from Lukez, Paul. *Suburban Transformations*. 1st ed. New York: Princeton Architectural Press, 2007.

Individual Urban Footprint case studies: Century 21 Expo (Seattle)

In class discussion: What questions do your clients need answered? What are we curious about? How can we compare our 4 peer world's fair sites? What statistics and visualizations should we produce? What can we do remotely to analyze these sites?

Lab on Georeferencing lab/deliverable instructions distributed.

Required: Attend Envision Tomorrow lecture and workshop on Friday September 19. (We will attempt to have an abbreviated class to account for the field trip and required lecture and lecture on Friday.)

Week 5 – Topic: Suburban Retrofitting and Scenario Planning (September 23)

Readings due:

- Berger, Alan. "Drosscapes" in Waldheim, Charles, ed. 2006. *The Landscape Urbanism Reader*. New York: Princeton Architectural Press.
- "Claiming residual spaces in the heterogeneous city" in *Insurgent Public Space: Guerrilla urbanism and the remaking of contemporary cities*. Edited by Jeffrey Hou. New York, New York: Routledge, 2010. Pages 81-95.
- Selections from Lukez, Paul. *Suburban Transformations*. 1st ed. New York: Princeton Architectural Press, 2007.
- Selections from *Retrofitting Suburbia*.

Individual Urban Footprint Case Study: Montreal Expo, Malls or Other Suburban Area

In-class discussion: Figure out scope of scenarios to be produced by each team for final product. What maps will we produce? What indicators do we wish to examine? What technologies do we wish to use (e.g. Envision Tomorrow, City Engine)?

Instructions for Site Comparison Maps (Due October 7) and Scenario Designs distributed (October 21).

Interim Deliverables Due:

- Georeferencing lab. Share files in course folder.
- Team Observation Map and Report from Field Trip. Be prepared to share in class.

Week 6 -- Preserving Cultural Landscapes; Green Infrastructure (September 30)

Guest Speaker: Jeffrey Chusid, Global Modern Sites.

Readings due:

- “What’s Out There | The Cultural Landscape Foundation.” 2014. <http://tclf.org/landscapes>
- “What Are Cultural Landscapes? | The Cultural Landscape Foundation.” 2014. <http://tclf.org/landscapes/what-are-cultural-landscapes>
- Caratzas, Michael. “Cross-Bronx: The Urban Expressway as Cultural Landscape” Longstreth, Richard W., ed. 2008. *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice*. Minneapolis: University of Minnesota Press.
- “Santa Monica’s Third Street Promenade: The Failure and Resurgence of a Downtown Pedestrian Mall - ProQuest.” 2014.

To Skim and use as reference:

- Charles A. Birnbaum. “Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes.” <http://www.nps.gov/tps/how-to-preserve/briefs/36-cultural-landscapes.htm>
- Skim and use as reference: *The Value of Green Infrastructure*. 2010. A Guide to Recognizing Its Economic, Environmental and Social Benefits. <http://www.cnt.org/repository/gi-values-guide.pdf>.

Urban Footprint Presentations: Urban Freeway, Pedestrian Mall

Week 7 – Preserving Modern Buildings (October 7)

Guest Speaker: Jeffrey Chusid, feasibility of preserving modern buildings.

Readings due:

- Selections from Prudon, Theodore H. M. 2008. *Preservation of Modern Architecture*. Hoboken, N.J.: Wiley.
- Selections from Docomomo Journal.
- Anne E. Grimmer, Jo Ellen Hensley, Liz Petrella, and Audrey T. Tepper. 2011. *The Secretary of the Interior’s Standards for Rehabilitation and Illustrated Guidelines on Sustainability for Rehabilitating Historic Buildings*. U.S. Department of the Interior National Park Service, Technical Preservation Services. <http://www.nps.gov/tps/standards/rehabilitation/sustainability-guidelines.pdf>.
- Available for Reference: Selection from Douglas, James. 2006. *Building Adaptation*. Amsterdam; Boston; London: Butterworth-Heinemann.

Interim Product Due:

- Site Comparisons Summaries/Maps

Urban Footprint Presentation: Office Plazas/Buildings (downtown with plaza and/or suburban office park)

Week 8 – (October 14)

Fall Break. No class

Week 9 – Public Housing Developments (October 21)

Readings due:

- “The Spatial Renewal of Bijlmermeer” in Hommels, Anique. 2005. *Unbuilding Cities: Obduracy in Urban Socio-Technical Change*. Inside Technology. Cambridge, Mass: MIT Press. P. 127-172.
- J. Uitermark, J.W. Duyvendak, R. Kleinhans. “Gentrification as a governmental strategy: social control and social cohesion in Hoogvliet, Rotterdam” From *Environment and Planning A* (2007).
- Provost, Michelle. “The Wimby! Method.” In Chase, John, Margaret Crawford, and John Kaliski, eds. 2008. *Everyday Urbanism*. Expanded ed. New York: Monacelli Press. P. 200-208.

Urban Footprint Presentation: Public Housing

Interim Product Due: Land Use Scenarios and Progress Report.

By this point your team should be working on scenarios for strategies of sustainable adaptation for HemisFair Park or Flushing-Meadows Corona Park.

Week 10 – More on Landscapes and Large Sites (October 28)

Readings due:

- Richburg, Keith B. 2010. “World Expo Takes Lessons from Beijing Olympics.” *The Washington Post*, April 24. http://seattletimes.com/html/nationworld/2011688464_chinaexpo25.html
- Broudehoux, Anne-Marie. 2007. “SPECTACULAR BEIJING: THE CONSPICUOUS CONSTRUCTION OF AN OLYMPIC METROPOLIS.” *Journal of Urban Affairs* 29 (4): 383–99.
- Bryson, J. 2013. “Greening Urban Renewal: Expo ’74, Urban Environmentalism and Green Space on the Spokane Riverfront, 1965-1974.” *Journal of Urban History* 39 (3): 495–512. f
- Daniel Bluestone. “Toxic Memory: Preservation on EPA Superfund Sites.” In *Buildings, Landscapes, and Memory*, 256–69.

Urban Footprint Presentation: Olympics/Expo Sites, Industrial site

Week 11 – Urban Footprint Case Studies; Worksession (November 4)

Urban Footprint Presentations

Interim Deliverable: To be collaboratively defined.

Week 12 – Urban Footprint Case Studies; Worksession (November 11)

Urban Footprint Presentations

Interim Deliverable: To be negotiated and announced.

Week 13 – Urban Footprint Case Studies; Worksession (November 18)

Urban Footprint Presentations

Draft Team Report due.

Week 14 –Worksession (November 25)

By this point, you should have a draft presentation to share in class.

Week 15 – Final Presentations; Debriefing Sustainable Adaptation for Future Sites (December 2)

Due: Virtual Presentation to HemisFair Park Area Redevelopment Corporation.

Class conclusion and debrief.

Overview of Assignments

The following is a brief overview of assignments over the course of the semester. More specific information will be provided in class and on Blackboard.

Interim Deliverables

These are weekly assignments intended to keep you moving toward final recommendations for the culminating project on HemisFair Park and Flushing Meadows.

Urban Footprint Adaptation Case Study

Each student will sign up for one timeslot (sign up for presentation) and individual paper (5-7 pages double-spaced for undergraduate students, 7-10 pages double-spaced for graduate students, double spaced + bibliography). All sites selected should have been constructed sometime between late 1930s and 1980. You may select a site that has been adapted, is in the process of adaptation, or that has the potential for adaptation.

Your presentation should present a brief history of the site (track down historical photos for your presentation and be sure to keep information about your sources.) What is its potential for sustainable adaptation or how has it been adapted? What issues are there in adaptation? How is it similar or different from other modern era footprints? What should the class take-away from this case study?

Two intrepid individuals will present background research early in the semester on Century 21 Expo (Seattle) and Montreal Expo first. Other sites that may be selected are:

- A former Olympics site
- A modern capitol
- An urban renewal and/or public housing sites
- A freeway/transportation infrastructure
- Mid-century airport
- A suburban office campus
- A mall
- A commercial strip
- An industrial site
- Additional specific suggestions
 - Los Angeles River
 - One Seneca building - Buffalo, NY
 - Santa Rita Courts – Austin, TX
 - Remnants of communist monuments/housing projects in Eastern Europe

The final paper will be due **December 9, 2014**. For the final paper, address the questions from the presentation and refine your work based on feedback from class. It should situate your case study without the broader theme of the sustainable adaptation of modern footprints.

Final Team report and presentation on HemisFair Park or Flushing Meadows Corona Park

Toward the end of the semester, we will be focused on tackling the question of what we might recommend for sustainably preserving and adapting HemisFair Park and Flushing Meadows Corona Park. One team will need to summarize top level comparisons across peer sites (ideally to include all four 1960s era world's fair sites). Another team (or two) will focus on recommendations to address questions by Andres Andujar related to HemisFair Park. Another team (or two) will focus on summarizing recommendations for Flushing Meadows-Corona Park that are to be sharable with the New York Parks Department and People for the Pavilion. Final reports will need to be externally sharable and of high quality. The final version is due **December 12, 2014**.

APA Poster (requirement for students taking for 4 credits)

You will prepare a poster abstract for submission to the APA conference and submit it by the deadline. You will also produce the draft poster by the end of the term. If you cannot attend the conference, we can discuss options regarding the abstract. Another option for those who will not be traveling to the APA conference would be to prepare an exhibition for West Sibley hall.