



RIVER SUMMER CURRICULUM: Social Sciences Urban Ecology & Economics: Re-development of a River Town

New Urbanism, the Political Economy of the Hudson River Valley and a Walking Tour Case Study: an exercise in combining urban ecology, political economics, and environmental justice

Abstract

This activity encourages students to examine the challenges and choices facing urban communities and their planners. Students will be introduced to social science concepts related to urban ecology. Once concepts have been introduced a concrete example will be presented through a walking tour of an urban area in which the natural and built environments intersect closely. The tour will highlight relations among the human 'actors' in the space, as they negotiate their different uses of the environment and political-economic concerns. Concepts of environmental justice, and the categories of the new urbanism movement, help structure the tour, drawing attention to aspects of the urban environment that might otherwise be rendered invisible.

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Skills and Understandings Needed:

In order to complete this activity students should have a basic understanding of the following definitions and concepts.

1. Urban ecology is the study of the interaction of humans, plants, and animals in an urban setting. It is often focused on the question of how to restore native flora, fauna, and other aspects of a natural setting such as waterways to a built human environment.



2. Political economics examines how humans interact in the process of producing material life—making a living, consuming necessary goods and services, arriving at a standard of living—with particular emphasis on issues of inequality of power and access to resources, and the role of public policy in mitigating or reproducing those inequalities.

3. Environmental justice studies the disparate impacts of environmental problems on different groups of people by race-ethnicity, class, and gender.

In urban areas these three dynamics interact, and are readily observable; but they are often “hidden in plain sight” because their familiarity renders them invisible, seemingly “normal”. Using the concepts from urban ecology, political economics, and environmental justice, students will have the tools to look in a new way at what might otherwise have remained unquestioned.

Introduction to the project

This exercise uses a combination of historical and demographic background materials, a set of categories based on New Urbanism, and a carefully constructed walking tour to illustrate the dynamics of the interaction of nature and people, and the political economic and environmental justice implications of the choices made about the built environment, in a rapidly redeveloping urban area. New Urbanism is a community design philosophy that breaks from the conventional suburban mold of malls and highways, instead, striving for environmental balance, social integration and a true sense of community.

Redevelopment in the philosophy of New Urbanism has been embraced by many urban planners in their desire to ‘re-invigorate’ deteriorated waterfront and post industrial river town communities. Using the New Urbanism checklist provided, students will assess whether there is an overall ‘community’ benefit in the newly redeveloped waterfront area, over the remainder of the downtown Yonkers community (defined as East of Warburton Ave. on the map provided).

The specific case study is the Yonkers waterfront; but the methodology could be very effectively applied to a number of Hudson River front cities and towns, which have undergone deindustrialization and are undergoing urban renewal. Examples would include Peekskill and Kingston. It could also be modified for towns along the Long Island Sound (like New Rochelle), or the Great Swamp (like Patterson), or any valued and contested natural asset, such as woods and farms (Yorktown).

Learning Goals

Through skills gained through this exercise, students will be able to:

- Identify the major natural ecological aspects of the urban landscape they toured;
- Identify some of the points of strain between the ecological and built environments;
- Identify the different groups of human users of both the natural and built environments, and points of both common and conflicting interests among them;



- Define and identify situations that raise questions of environmental justice in the community;

Through insights gained from the completion of this activity students will:

- View the built environment as part of the urban ecosystem, and identify the ways in which it both succeeds and fails to meet the new urbanist criteria for sustainable community;
- Provide thoughtful commentary on strategies to improve the urban ecology of the site.
- Gain an understanding of the difficulties facing Post Industrial Urban Communities and their Planners
- Gain insight into the economic challenges of revitalizing a community without displacing existing residents

Materials and Preparation

The demographic information on the area being surveyed is important to consider, and is in all cases available from the Census Bureau, and maps and information about the redevelopment process can be obtained from city government web sites and Chambers of Commerce (noting, of course, that the tone of the information from these sites will be robustly optimistic). Because these urban redevelopment schemes are very dynamic and changeable, a quick update would be needed each time, once the initial historical, demographic, and ecological information was compiled. Because each town would present a different history, ecology, and set of present issues, this project would require a fair amount of specific tailoring, which could be time consuming for a teacher to develop. On the other hand, developing both the background material and the walking tour could itself make an excellent project for a college environmental studies class (or club), which could then participate in taking other students on the tour

Pre Activity Readings and Discussion

Some materials would be of general use, and are presented here. They include the characteristics of a successful urban environment developed by the New Urbanism movement, and a definition of Environmental Justice. In addition, a detailed set of documents for a walking tour of the Yonkers waterfront provides a template that can be useful in developing projects for other towns. These documents include a demographic summary, renderings of proposed development, newspaper articles highlighting controversies over the development plan, an annotated map indicating relevant features of the tour area, and a check-list based on New Urbanism categories for students to use as they do the tour.

An effective plan would involve an initial classroom discussion combining the concepts of urban ecology, political economics and environmental justice with the history, demography, and current issues of the area under study.



Development of Activity

1. Class preparation. A class period would be spent discussing the principles of urban ecology, environmental justice, and new urbanist analysis, as well as background information on the urban area to be explored. While the teacher might be the best person to assemble the demographic data (available from the 2000 Census—see Yonkers example, attached), students could be asked to go to city and Chamber of Commerce Web sites, as well as newspaper searches, to discover what development plans and controversies are confronting the area under study (see examples for Yonkers, attached). Students would go over an annotated map of the area (see Yonkers example), and think about what specific challenges it might face (e.g. access to the river or other open space, gentrification versus affordability, availability of public transportation and other public services, walkability and safety, etc.).

See provided documents to be reviewed with the students prior to the walking tour.

2. The walking tour. Equipped with the annotated map and a check list of relevant new urbanist categories (see Yonkers example), students would take a tour of the area, guided by the teacher (or by students who took this on as a project), which allowed them to see first hand the interaction of nature and the built environment, and the interaction of the people living and working within the urban neighborhood, and to apply the analytic categories they had studied.

3. Class discussion. Back in the classroom, students compare their impressions and the results of their new urbanist check list. They explore the positive and problematic characteristics of the urban environment, and brainstorm about possible plans to rectify or improve problems and to amplify positive aspects of both the natural and the built environment. A successful result would allow for complexity and disagreement (for example, the area might be cleaner and more attractive, but also more expensive, with less neighborhood business; it might have more amenities for people, but less open space; and so on).

Additional Resources:

Website on New Urbanism - Look at the link for Principles

<http://www.newurbanism.org/newurbanism/principles.html>

and the Link for Smart Growth

<http://www.newurbanism.org/newurbanism/smartgrowth.html>

Readings Provided Here

Foderano, Lisa, Rooms with a View Replace Yonkers Waterfront, New York Times, 10/31/05.

Semple, Kirk, Yonkers Plans to Uncover River Running Through It, New York Times, 1/6/05.

Cohen, Debra, How to Save Yonkers, New York Times, 10/24/04.



Environmental Consortium of Hudson Valley Colleges & Universities

www.environmentalconsortium.org

Davis, Lisa Selin, Trouble on the Waterfront, Preservation, 4/23/04.
Struever, Fidelco, Cappelli, A Bold New Future for Yonkers, A Development Plan for
Yonkers, website download 2/16/08.



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Economic and Demographic Profile of Yonkers (2000 Census data)

1. Largest city in Westchester County. Total population 196,086.
2. Population by race/ethnicity: 60.2% white, 16.6% African American; 25.9% Latino; 4.9% Asian.
3. Housing: 43.2% owner-occupied; 56.8% renter occupied.
4. Households by type: 44.2% married couple families; 17.2% female householder families; 33.7% nonfamily householders. Average household size 2.6; average family size 3.2.
5. Income levels: Median family income \$53,233; per capita income \$22,793 (Westchester county family median income \$79,881; per capita median \$36,726).
6. Median earnings for full-time, year-round work: male \$41,598; female \$34,756.
7. Unemployment rate 3.9%; employment rate 54.9%
8. Poverty status: 13.0% of families under the poverty line; 20.4% of families with children under 18; 24.3% of families with children under 5.
Among families with female householder, 29.7% under the poverty line; 42.0% of families with children under 18; 55.2% of families with children under 5.
Westchester County: 6.4% of families below poverty line; official federal poverty line for a family of 3 was \$15,670 in 2004.

Economic and Demographic Profile of Zip Code 10701 (downtown Yonkers)

1. Population 63,715.
2. Population by race/ethnicity: 42.5% white; 28.6% African American; 34.3% Latino; 3.2% Asian.
3. Housing: 28.0% owner occupied; 72.0% renter occupied.
4. Households by type: 38.2% married couple families; 23.7% female householder families; 32.7% nonfamily households. Average household size 2.7; average family size 3.4.
5. Income levels: Median family income \$40,052; per capita income \$17,227.
6. Median earnings for full time, year round work: Male \$36,505; female \$30,884.
7. Unemployment rate 5.4%; employment rate 50.2%.
8. Poverty status: 21.0% of families under the poverty line; 28.6% of families with children under 18; 35.6% of families with children under 5.
Among families with female householder, 38.3% below poverty line; 47.8% of families with children under 18; 62.3% of families with children under 5.



1. PRINCIPLES OF ENVIRONMENTAL JUSTICE

PREAMBLE

WE THE PEOPLE OF COLOR, gathered together at this multinational People of Color Environmental Leadership Summit, to begin to build a national and international movement of all peoples of color to fight the destruction and taking of our lands and communities, do hereby reestablish our spiritual interdependence to the sacredness of our Mother Earth; to respect and celebrate each of our cultures, languages and beliefs about the natural world and our roles in healing ourselves; to insure environmental justice; to promote economic alternatives which would contribute to the development of environmentally safe livelihoods; and, to secure our political, economic and cultural liberation that has been denied for over 500 years of colonization and oppression, resulting in the poisoning of our communities and land and the genocide of our peoples, do affirm and adopt these Principles of Environmental Justice:

1. Environmental justice affirms the sacredness of Mother Earth, ecological unity and the interdependence of all species, and the right to be free from ecological destruction.
2. Environmental justice demands that public policy be based on mutual respect and justice for all peoples, free from any form of discrimination or bias.
3. Environmental justice mandates the right to ethical, balanced and responsible uses of land and renewable resources in the interest of a sustainable planet for humans and other living things.
4. Environmental justice calls for universal protection from nuclear testing, extraction, production and disposal of toxic/hazardous wastes and poisons and nuclear testing that threaten the fundamental right to clean air, land, water, and food.
5. Environmental justice affirms the fundamental right to political, economic, cultural and environmental self-determination of all peoples.
6. Environmental justice demands the cessation of the production of all toxins, hazardous wastes, and radioactive materials, and that all past and current producers be held strictly accountable to the people for detoxification and the containment at the point of production.
7. Environmental justice demands the right to participate as equal partners at every level of decision making including needs assessment, planning, implementation, enforcement and evaluation.



8. Environmental justice affirms the right of all workers to a safe and healthy work environment, without being forced to choose between an unsafe livelihood and unemployment. It also affirms the right of those who work at home to be free from environmental hazards.

9. Environmental justice protects the right of victims of environmental injustice to receive full compensation and reparations for damages as well as quality health care.

10. Environmental justice considers governmental acts of environmental injustice a violation of international law, the Universal Declaration On Human Rights, and the United Nations Convention on Genocide.

11. Environmental justice must recognize a special legal and natural relationship of Native Peoples to the U.S. government through treaties, agreements, compacts, and covenants affirming sovereignty and self-determination.

12. Environmental justice affirms the need for urban and rural ecological policies to clean up and rebuild our cities and rural areas in balance with nature, honoring the cultural integrity of all our communities, and providing fair access for all to the full range of resources.

13. Environmental justice calls for the strict enforcement of principles of informed consent, and a halt to the testing of experimental reproductive and medical procedures and vaccinations on people of color.

14. Environmental justice opposes the destructive operations of multinational corporations.

15. Environmental justice opposes military occupation, repression and exploitation of lands, peoples and cultures, and other life forms.

16. Environmental justice calls for the education of present and future generations which emphasizes social and environmental issues, based on our experience and an appreciation of our diverse cultural perspectives.

17. Environmental justice requires that we, as individuals, make personal and consumer choices to consume as little of Mother Earth's resources and to produce as little waste as possible; and make the conscious decision to challenge and reprioritize our lifestyles to insure the health of the natural world for present and future generations.

Adopted today, October 27, 1991, in Washington, D.C.



2. Charter of the New Urbanism

CNU members ratified the Charter of the New Urbanism at CNU's fourth annual Congress in 1996. Applying valuable lessons from the past to the modern world, it outlines principles for building better communities, from the scale of the region down to the block.

The Congress for the New Urbanism views disinvestment in central cities, the spread of placeless sprawl, increasing separation by race and income, environmental deterioration, loss of agricultural lands and wilderness, and the erosion of society's built heritage as one interrelated community building challenge.

We stand for the restoration of existing urban centers and towns within coherent metropolitan regions, the reconfiguration of sprawling suburbs into communities of real neighborhoods and diverse districts, the conservation of natural environments, and the preservation of our built legacy.

We recognize that physical solutions by themselves will not solve social and economic problems, but neither can economic vitality, community stability, and environmental health be sustained without a coherent and supportive physical framework.

We advocate the restructuring of public policy and development practices to support the following principles: neighborhoods should be diverse in use and population; communities should be designed for the pedestrian and transit as well as the car; cities and towns should be shaped by physically defined and universally accessible public spaces and community institutions; urban places should be framed by architecture and landscape design that celebrate local history, climate, ecology, and building practice.

We represent a broad based citizenry, composed of public and private sector leaders, community activists, and multidisciplinary professionals. We are committed to reestablishing the relationship between the art of building and the making of community, through citizen based participatory planning and design.

We dedicate ourselves to reclaiming our homes, blocks, streets, parks, neighborhoods, districts, towns, cities, regions, and environment.

We assert the following principles to guide public policy, development practice, urban planning, and design:

The region: Metropolis, city, and town

1. Metropolitan regions are finite places with geographic boundaries derived from topography, watersheds, coastlines, farmlands, regional parks, and river basins. The metropolis is made of multiple centers that are cities, towns, and villages, each with its own identifiable center and edges.



2. The metropolitan region is a fundamental economic unit of the contemporary world. Governmental cooperation, public policy, physical planning, and economic strategies must reflect this new reality.

3. The metropolis has a necessary and fragile relationship to its agrarian hinterland and natural landscapes. The relationship is environmental, economic, and cultural. Farmland and nature are as important to the metropolis as the garden is to the house.

4. Development patterns should not blur or eradicate the edges of the metropolis. Infill development within existing urban areas conserves environmental resources, economic investment, and social fabric, while reclaiming marginal and abandoned areas. Metropolitan regions should develop strategies to encourage such infill development over peripheral expansion.

5. Where appropriate, new development contiguous to urban boundaries should be organized as neighborhoods and districts, and be integrated with the existing urban pattern. Noncontiguous development should be organized as towns and villages with their own urban edges, and planned for a jobs/housing balance, not as bedroom suburbs.

6. The development and redevelopment of towns and cities should respect historical patterns, precedents, and boundaries.

7. Cities and towns should bring into proximity a broad spectrum of public and private uses to support a regional economy that benefits people of all incomes. Affordable housing should be distributed throughout the region to match job opportunities and to avoid concentrations of poverty.

8. The physical organization of the region should be supported by a framework of transportation alternatives. Transit, pedestrian, and bicycle systems should maximize access and mobility throughout the region while reducing dependence upon the automobile.

9. Revenues and resources can be shared more cooperatively among the municipalities and centers within regions to avoid destructive competition for tax base and to promote rational coordination of transportation, recreation, public services, housing, and community institutions.

The neighborhood, the district, and the corridor

1. The neighborhood, the district, and the corridor are the essential elements of development and redevelopment in the metropolis. They form identifiable areas that encourage citizens to take responsibility for their maintenance and evolution.

2. Neighborhoods should be compact, pedestrian friendly, and mixed use. Districts



generally emphasize a special single use, and should follow the principles of neighborhood design when possible. Corridors are regional connectors of neighborhoods and districts; they range from boulevards and rail lines to rivers and parkways.

3. Many activities of daily living should occur within walking distance, allowing independence to those who do not drive, especially the elderly and the young. Interconnected networks of streets should be designed to encourage walking, reduce the number and length of automobile trips, and conserve energy.

4. Within neighborhoods, a broad range of housing types and price levels can bring people of diverse ages, races, and incomes into daily interaction, strengthening the personal and civic bonds essential to an authentic community.

5. Transit corridors, when properly planned and coordinated, can help organize metropolitan structure and revitalize urban centers. In contrast, highway corridors should not displace investment from existing centers.

6. Appropriate building densities and land uses should be within walking distance of transit stops, permitting public transit to become a viable alternative to the automobile.

7. Concentrations of civic, institutional, and commercial activity should be embedded in neighborhoods and districts, not isolated in remote, single use complexes. Schools should be sized and located to enable children to walk or bicycle to them.

8. The economic health and harmonious evolution of neighborhoods, districts, and corridors can be improved through graphic urban design codes that serve as predictable guides for change.

9. A range of parks, from tot lots and village greens to ballfields and community gardens, should be distributed within neighborhoods. Conservation areas and open lands should be used to define and connect different neighborhoods and districts.

The block, the street, and the building

1. A primary task of all urban architecture and landscape design is the physical definition of streets and public spaces as places of shared use.

2. Individual architectural projects should be seamlessly linked to their surroundings. This issue transcends style.

3. The revitalization of urban places depends on safety and security. The design of streets and buildings should reinforce safe environments, but not at the expense of accessibility and openness.



4. In the contemporary metropolis, development must adequately accommodate automobiles. It should do so in ways that respect the pedestrian and the form of public space.

5. Streets and squares should be safe, comfortable, and interesting to the pedestrian. Properly configured, they encourage walking and enable neighbors to know each other and protect their communities.

6. Architecture and landscape design should grow from local climate, topography, history, and building practice.

7. Civic buildings and public gathering places require important sites to reinforce community identity and the culture of democracy. They deserve distinctive form, because their role is different from that of other buildings and places that constitute the fabric of the city.

8. All buildings should provide their inhabitants with a clear sense of location, weather and time. Natural methods of heating and cooling can be more resource efficient than mechanical systems.

9. Preservation and renewal of historic buildings, districts, and landscapes affirm the continuity and evolution of urban society.

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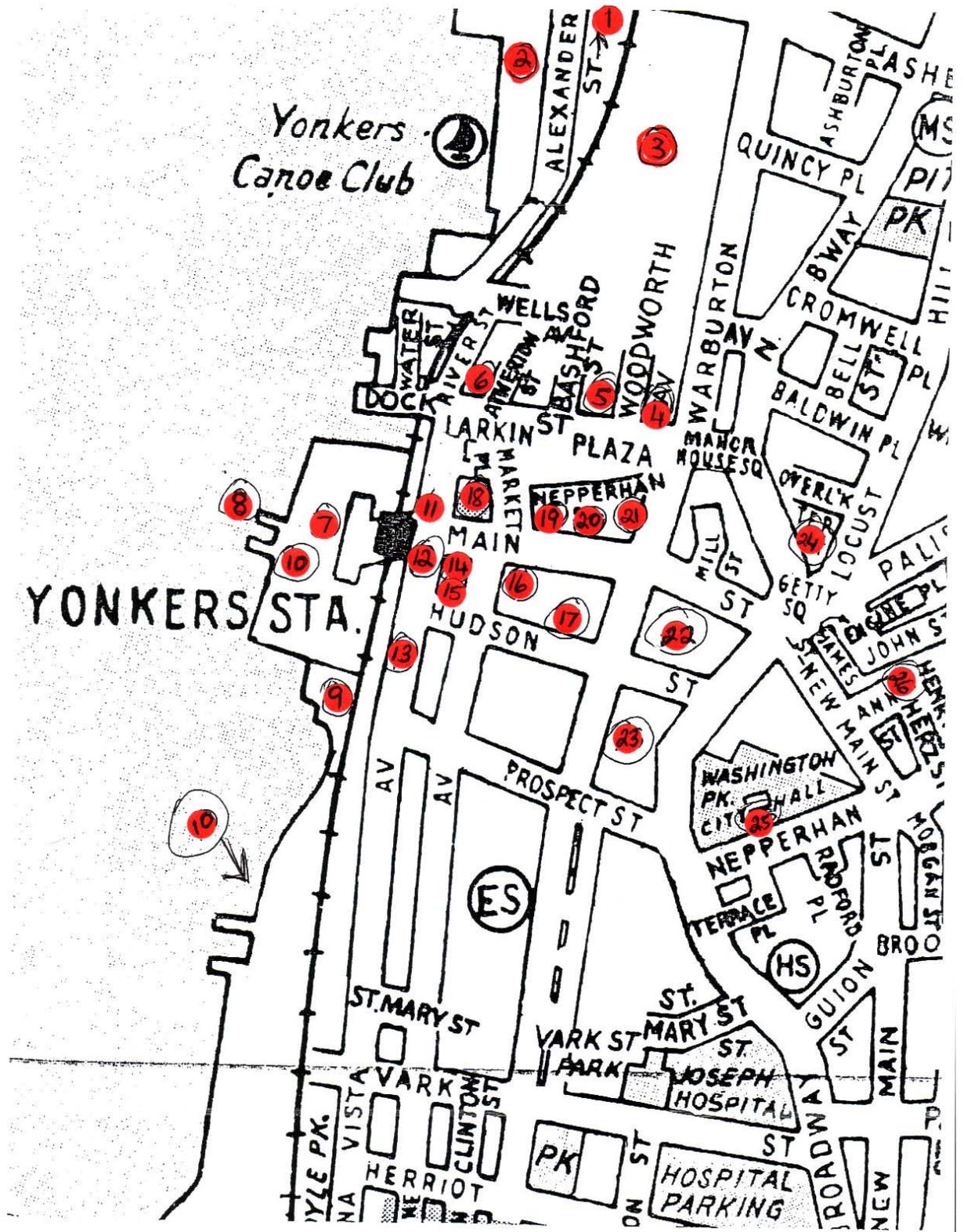
Background for Yonkers Walking Tour

Downtown Yonkers can be thought of as two contiguous but (at least at present) separate parts. The waterfront along the Hudson was an industrial zone until deindustrialization began in the 1970's and 1980's. After decades of failed development attempts, this area is now being rapidly redeveloped, with high rent apartment buildings and condominiums, and upscale restaurants, along with a riverfront esplanade and a renovated train station.

Just two blocks further east, across Warburton Avenue, Getty Square is the heart of the oldest part of Yonkers. This used to be the main shopping area for the city, but since the development of suburban malls it has fallen on hard times, becoming increasingly impoverished. The population of the area around Getty Square is low income and predominately people of color. Adjacent to Getty Square is a city-owned parking lot called Chicken Island, which is slated for a major development including a minor league baseball stadium. A number of small businesses on New Main Street will be demolished as part of this project. A small stretch of the Saw Mill River, which is largely underground in this area, can be seen next to Chicken Island. The development project promises to "daylight" a larger portion of the river. City Hall is just one block to the south.

Much has been said about the possibility of 'daylighting' the river. What exactly is 'daylighting' the Saw Mill River and why is this important? Historically development in many locations in New York State placed streams into culverts and buried them underground. This was done to expand developable land, and roadways. The Saw Mill River begins in northern Westchester flowing 23 miles in total, and is placed underground for some 2000 ft. in Yonkers before it exits into the Hudson River. The term 'daylighting' describes projects that intend to restore to the open air some or all of the flow of a previously covered river, creek, or stormwater drainage, liberating waterways that were buried in culverts or pipes. The goal is to re-establishes a waterway in its old channel if possible. The benefits of 'daylighting' are several – from those of 'urban ecology' i.e. reconnecting the community to a natural environmental feature in a highly urban area; to connecting them to their local history i.e. that Yonkers exists where it is today because of the confluence of the Saw Mill River and the Hudson River; to improving the streams functionality through its ability to assist with groundwater recharge, filtering for water quality improvement, and assistance with flooding.





Yonkers Downtown Waterfront District – Numbers match to attached verbal description - (Manhattan Indian Village of Napperckamack, then in 1652, under control of Adriaen van der Donck, the “jonker”, or squire)

1. Greystone Bakery - Built on a 1.6-acre brownfield site in Yonkers, New York, the Greystone Bakery is a leading model for social enterprise building a coalition with employees, community and shareholders. □ Employees receive a fair/living wage, health benefits, and direct participation in the profitability of the company. They train, promote from within, and mentor our employees, who are from the local community.
2. Beczak Environmental Center – Relocated to this Yonkers waterfront location, Beczak is a nonprofit organization dedicated to educating people about the ecology, culture, and history of the Hudson River.
3. Park –
4. Philipsburgh Manor House (transfer of land after England took over New Netherlands in 1672, including to Frederick Philipse in 1682)
5. Mercy College, Park Café
6. Riverfront Library and Yonkers Board of Education – a state-of-the-art facility, opened Sept. 2002; brownfield development at site of Otis Elevator factory
7. Hudson Park – 266 residential units, the Pier View Restaurant opened March 2005
8. Yonkers recreation pier – renovated in 1996, only turn of the century Victorian pier still in use on the Hudson – Xaviers on the Hudson restaurant developed on upper level, jazz on the pier very Friday in the summer; possible future high speed ferry service,
9. Scrimshaw House – condominiums, from previous, unsuccessful attempt to develop the waterfront
10. Esplanade Park, Sculpture Garden, 9/11 Memorial Garden – initial section of proposed 4.5 mile riverwalk from the Bronx to Hastings – on- Hudson, including all the Yonkers waterfront
11. Metro North Train Station—Historic structure now renovated; the Saw Mill River runs under the station (as well as Larkin Plaza across Buena Vista Ave.), entering the Hudson at the end of the building.
12. Trolley Barn – built in 1903; 41 loft style apartments, ground floor retail
13. Buena Vista property
14. Home for America Office Building
15. Buena Vista garage (municipal)
16. Main Street Lofts
17. Actors Federal Credit Union Building – abandoned building renovate into 15 units for sale to Credit Union members
18. U.S. Post Office
19. Gazette Building – first building to be fully restored by Waterfront Development Corporation in 2001, then leased to private developer – Zuppa restaurant and lounge
20. Guinness Pub and Restaurant
21. Gateway Lofts – 20 live/work units in two turn of the century buildings with new fill-in; Shesocko spa and literary salon; murals on east side painted by Richard Haas, noted artist and muralist - <http://www.richardhaas.com/zmuralfr.html>
22. St. John’s Church – oldest church in Yonkers, originally built in 1752, enlarged in 1872.



23. Philipsburg Performing Art Center – Greystone project (with vestry of St. John’s) – 28 apartments, 20 set aside for people in the arts; ballroom for performances; 4 stores
24. Mercantile Lofts – Private developer of abandoned building; 8 live/work lofts, first floor retail
25. City Hall
26. Area called Chicken Island. Current uses have included local festivals and gatherings, Proposed for development as a minor league baseball stadium; proposal includes mixed residential and business development and opening up of Saw Mill River along development (Saw Mill may also be uncovered again in Larkin Plaza to where it empties into the Hudson at Doc Street; but not in between). Site of Jonker van der Donck’s Saw Mill on the (then) Nepperhan River (or ‘trap fishing place’ in the language of the local Native Americans).



New Urbanist Check List

Neighborhoods should be compact, pedestrian-friendly, and mixed use.

Waterfront:

Getty Square:

Many activities of daily living should occur within walking distance.

Waterfront:

Getty Square:

Within neighborhoods, a broad range of housing types and price levels can bring people of diverse ages, races and incomes into daily interaction.

Waterfront:

Getty Square:

Appropriate building densities and land uses should be within walking distance of transit stops, permitting public transit to become a viable alternative to the automobile.

Waterfront:

Getty Square: :

A range of parks, from tot-lots and village greens to ballfields and community gardens, should be distributed within neighborhoods

Waterfront:

Getty Square:

Individual architectural projects should be seamlessly linked to their surroundings

Waterfront:

Getty Square:

The design of streets and buildings should reinforce safe environments, but not at the expense of accessibility and openness.

Waterfront:

Getty Square:

Streets and squares should be safe, comfortable and interesting to the pedestrian.

Waterfront:

Getty Square:



Architecture and landscape design should grow from local climate, topography, history, and building practices.

Waterfront:

Getty Square:

Civic buildings and public gathering places require important sites to reinforce community identity and the culture of democracy.

Waterfront:

Getty Square:

All buildings should provide their inhabitants with a clear sense of location, weather, and time. Natural methods of heating and cooling can be more resource-efficient than mechanical systems.

Waterfront:

Getty Square:

Preservation and renewal of historic buildings, districts, and landscapes affirm the continuity and evolution of urban society.

Waterfront:

Getty Square:

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