

# Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences



## Graduation Plan: All tracks

Submit your Graduation Plan to the Board of Examiners ([Examencommissie-BK@tudelft.nl](mailto:Examencommissie-BK@tudelft.nl)), Mentors and Delegate of the Board of Examiners one week before P2 at the latest.

The graduation plan consists of at least the following data/segments:

Personal information	
Name	Jolien Streng
Student number	4605225

Studio		
Name / Theme	Urban Architecture: Glaneurs/Glaneuses	
Main mentor	Eireen Schreurs	Architecture
Second mentor	Leeke Reinders	Research
Third mentor	Jos Lafeber	Building technology
Argumentation of choice of the studio	Personal interest in the design method of the studio, focusing on the integration of architecture in complex urban situations. Furthermore, the studio has a focus on the existing and the possibility to work on a reuse project, which I was looking for. Within this, the studio looks at the careful working on different scales which I think fits my design approach.	

Graduation project	
Title of the graduation project	More than a school – Nature-inclusive reuse of a paper factory in Maastricht
Goal	
Location:	Former Sappi factory, Maastricht
The posed problem,	<p>The current user of the site, paper factory Sappi, will leave and will be replaced by a new program including a school and housing. Now an enclosed territory, the opening up of the factory will require the leftover pieces to be gleaned. Through reuse and reinterpretation, the formerly closed site can be reconnected to the city. However, the new development will have to negotiate between its faces towards the city, the water and the remaining industry. The complexity of the site makes a careful approach necessary.</p> <p>With these changes, conflicting interests come to light. Different groups of humans are trying to claim the site, but in this lies the danger of exclusion, not only of humans but also of the non-human. Current environmental concerns require non-human stakeholders to be included in plans made by humans. Pervasiveness should no longer be a word to describe nature on</p>

	<p>the site. Instead, biodiversity should be viewed as a productive part of the city.</p>
<p>research questions and</p>	<p>How can the post-industrial development of the Sappi factory provide a habitat for the human and non-human? How can a new building be integrated into the social and ecological processes of the city?</p> <p>How can architectural expression of the building benefit from its various users? Can the building be seen as an organism in itself? What role does material (reuse) play in this?</p> <p>How can the building show the processes and connections that it is part of? How can the layers of time embedded in the site be gleaned, tangibly and intangibly? How can the apparent dichotomy between the natural and the constructed work in favor of the building?</p> <p>How to negotiate the multi-faceted position of the plot within the city? What is the relation between the inner world of the school and the outer world of the city? What can the combination of programs (school + housing) contribute to the social processes of the city?</p>
<p>design assignment in which these result.</p>	<p>Based on the urban plan made before P2, the strategy of the architectural project will rely on gleaning. Gleaning is the reassembly of existing pieces of the city into new configurations, giving them a new meaning. On a building scale, the layers of the city, both tangible and intangible, will be gleaned. This concerns the reuse of existing ecological and social processes on the site, but also the integration of plants, animals and materials.</p> <p>Biodiversity plays an important role in the design assignment. The goal is to order and compose the landscape as an integrated part of the building, and to make space for non-human users. In this light, the current industrial use of the site offers both challenges and opportunities. I see this project as a case study of how to build a nature-inclusive building with any program. This is why the main program of the building is human-centered, namely a primary school and housing.</p> <p>The combination of programs (human and non-human) needs to be investigated. The combination can cause problems, but the functions could also strengthen each other. Within the primary school, the assignment is first of all how to build for this specific user group. Secondly, the relation between the inner world of the school and the city will offer a challenge. The</p>

	<p>central location in the new mixed-use area requires some openness or sharing with the city, whilst a primary school also asks for intimacy and safety. Integrating this with the existing qualities of the site will be a challenge.</p> <p>The plot has a multi-faceted position. It is bordered by areas with various functions (culture, industry, housing, park), has different levels of representativeness towards its surroundings and is on the edge of the city. Besides, it has height differences, borders a road and has an existing building that will be incorporated into the design.</p> <p>As a collage of the various users and qualities of the site, the challenge is to find a fitting expression for the building. The post-industrial development of the site will be negotiated with the presence of the building in social and ecological processes. Gleaning the site will offer an approach to solve this assignment.</p>
<b>Process</b>	
<b>Method description</b>	
<p>For the research on human and non-human needs for the site, I will use both site analysis and literature study. The site will be investigated as a whole to show the ecological and social processes, and how they are tied together. Walking the site will be taken as the starting point for the way that I carry out this research, after which I can zoom out and look at larger connections. By zooming in on parts of the site and supplementing this with written research, I will see what architectural means can help support the life of the non-human.</p> <p>Precedent research will be used to provide approaches to deal with the various challenges in the design assignment. This can be used for the research on architectural expression, showing ways to work with layers of time and processes. For this, both architectural projects and projects of landscape urbanism will be investigated. Besides, it can be used in researching the program of the primary school, its combination with housing and with non-human users.</p> <p>Different design methods will be used. Most importantly, drawing and modelling are used to get better view of the expression of the building, both in form and in function. The scale of the drawings will be important, as it has to be adjusted to non-human users. Smaller-scaled detail drawings will not only be an end result but also a starting point. Moreover, scenario-based drawings can be used to see how the building functions as part of the processes in the city.</p>	

## Literature and general practical preference

Corner, J. (1999). *Recovering Landscape : Essays in Contemporary Landscape Architecture*. Princeton Architectural Press.

Latour, Bruno. "The Parliament of Things | Philosopher Bruno Latour." Radboud Reflects. November 25, 2020. YouTube video lecture.  
<https://www.youtube.com/watch?v=wTvbK10ABPI>.

Latour, B., & Yaneva, A. (2012). "Give Me A Gun And I Will Make All Buildings Move: An Ant's View Of Architecture". *Architectural Theories of the Environment: Posthuman Territory*, London: Routledge, 107-14.

Schama, S. (2004). *Landscape and memory*. Harper Perennial.

Space Caviar (Ed.). (2021). *Non-extractive architecture*. V-A-C Press.

Studio Other Spaces. (2021). *Future Assembly*.  
<https://studiootherspaces.net/futureassembly/>

Tsing, A. L., Deger, J., Saxena, A. K., & Zhou, F. (2020). *Feral Atlas: The More-than-human Anthropocene*. <http://feralatlas.org/>

Ungers, O. M., Koolhaas, R., & Riemann, P. (2013). *The City in the City: Berlin: A Green Archipelago*. (H. Ferguson, Trans., F. Hertweck, Ed.). Lars Müller. (Original manifesto published in 1977).

Veeken, C. van der. (Ed.) (2013). *Lost landscapes: LOLA Landscape Architects*. (E. Meindertsma & A. Veenstra, Trans.). Nai010

Waldheim, C. (2016). *Landscape as Urbanism : A General Theory*. Princeton University Press.

Weller, R., Hoch, C. & Huang, C. (2017). *Atlas for the End of the World*. <https://atlas-for-the-end-of-the-world.com/>

Woolfson, E. (2014). *Field Notes from a Hidden City: An Urban Nature Diary*. Catapult.

ZKM Karlsruhe. (2020). *Critical Zones: Observatories for Earthly Politics*.  
<https://critical-zones.zkm.de/>

## Reflection

1. What is the relation between your graduation (project) topic, the studio topic (if applicable), your master track (A,U,BT,LA,MBE), and your master programme (MSc AUBS)?

The studio topic, glaneurs/glaneuses, is about designing based on the existing. I interpret gleaning as both a cultural and natural process. The final architectural project will incorporate input from landscape urbanism, looking at the wider context

of the built environment. However, it distinguishes itself from projects made in other tracks of the master programme by having architectural design tools as the base for the approach, and by the end product being a building design.

**2. What is the relevance of your graduation work in the larger social, professional and scientific framework.**

The graduation work is relevant because it looks into how we can incorporate nature, and build more responsibly. This topic is relevant in current-day society because of the increasing pressure of urbanization and climate change. Seeing how post-industrial sites can be reinterpreted with a nature-based approach can offer opportunities for various sites in the future.