

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), 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	Tijn Jansen
Student number	4713702

Studio		
Name / Theme	Public Building Graduation Studio – Vertical Campus	
Main mentor	Dr. Ir. S. Corbo	Public Building
Second mentor	Ir. H.F. Eckart	Building Technology
Third mentor	Ir. S. Lee	Theory and Delineation
Argumentation of choice of the studio	The reason for choosing the studio public building on the first hand is the theme that they presented; vertical campus. The subject of educational buildings is one of my interests, with also writing my history thesis about the topic. On the other hand, being able to design a public building well requires a diverse set of skills and an understanding of people, spaces and buildings. They are making me an overall well-rounded designer in the process.	

Graduation project	
Title of the graduation project	Cultural City Hub - Reconnecting the social and the technical
Goal	
Location:	The Hague Central Station District
The posed problem,	<i>The public environment within the Hague Central Station district has been neglected throughout the years, creating a separation between the social and technical environments within the district. This separation results in poor quality of public space, and bad accessibility through the area. As a result, over the last decennia, the buildings have created a network of dark, narrow and socially unsafe spaces.</i>
research questions and	Main research question: <i>'How can the implementation of culture and education contribute to the reconnecting of the social environment with the technical environment within the Hague Central Station district?'</i>

	<p>Sub questions: <i>What does culture contribute to the social environment?</i></p> <p><i>What does education contribute to the technical environment?</i></p> <p><i>What is the rhythm that happens on a day-to-day basis in the Hague Central Station district?</i></p> <p><i>What is the current social interaction with the buildings in question?</i></p>
<p>design assignment in which these result.</p>	<p>The main objective of the project can be divided into an urban component and a building component.</p> <p>The urban component stems from the posed problem of poor quality of public space and bad accessibility and serves as the foundation for the building component. To design a new vertical campus where education and cultures come together, the urban and social context in which this will be placed has to function properly. Redeveloping the existing urban fabric into a high-quality, safe environment will be mandatory to create a vibrant new public hub, the City Cultural Hub.</p> <p>The building component will be the focal point of the project. The vertical campus will be a place where cultures and higher education merge with one another, creating a new interactive learning environment. The building will contain hybrid work- and study spaces, a diverse program for cultural-, social- and educational facilities, and high-quality public spaces for the city of the Hague.</p> <p>By doing so, it reconnects the social environment to the technical environment.</p>
<p>Process</p>	
<p>Method description</p> <p>As a point of departure for the research about the Hague Central Station district, a first observation allowed me to experience the area on a first-hand basis. This first impression helped me raise questions about the district and quantify the design problems that could be a starting point for further research.</p>	

The next step is to explain the terms *social environment* and *technical environment*, doing so by the implementation of a literature study. When I talk about the social environment, I talk about the setting of how people live and interact with one another. The technical environment resonates with the physical objects and the urban systems that allow the social environment to exist. With the understanding of these terms, further observation is key to analysing the social- and technical surroundings of the district.

Moreover, it will result in an understanding of the social and technical environments within the Hague Central Station district, which will be compared to three case studies that connect the social environment with its technical environment, with its related question; *How can the social and technical environments of the Hague Central Station district be connected?* The case studies are; Campus TU Eindhoven by Samuel van Embden, Cultural Center Eemhuis by Neutelings Riedijk, and the Rotterdam Rooftop Walk by MVRDV. Furthermore, to understand and analyse the case studies, a literature study will be used to dissect the projects.

Literature and general practical references

Books:

Dick Brongers, Den Haag, 1945-1970 : mooie stad achter de duinen (Zwolle : WBOOKS, 2021).

Dick Valentijn, De wederopbouw : Haagse gids voor architectuur en stedenbouw in de periode 1945-1965 (Dienst Stedelijke Ontwikkeling, 2002).

Leo Grebler, Urban renewal in European countries: its emergence and potentials (Philadelphia, University of Pennsylvania Press, 1964), 58-60.

Tim Verlaan and Stefan Couperus, "From the 'scientised' to the 'sociocratic' city: The politics of knowledge and norm change in post-war urban planning in the Netherlands" in Politics of urban Knowledge, ed. Bert de Munck and Jens Lachmund (New York: Routledge, 2023): 81-108.

Anthony Di Mari and Nora Yoo, Operative Design; A Catalog of Spatial Verbs (Amsterdam, BIS Publishers, 2012).

Francios Blanciak, Sitesless - 1001 Building forms (Massachusetts London: MIT Press, 2008)

Essays:

Richard Sennett, "The Public Realm", 2008.

Journal Articles:

Florian Langstraat and Rianne van Melik, "Challenging the 'End of Public Space': A Comparative Analysis of Publicness in British and Dutch Urban Spaces", Journal of Urban Design, volume 18, issue 3 (2013).

Claudio de Magalhaes, "Public Space and the Contracting-out of Publicness: A Framework for Analysis", Journal of Urban Spaces, volume 15, issue 4 (2010).

Maimunah Ramlee et al., "Revitalization of Urban Public Spaces: An Overview", Procedia - Social and Behavioral Sciences, volume 201 (2015): p. 360-367.

Websites:

Leo Oorschot, "De lange weg van Bezuidenhout C naar Nieuw Centraal", Archined, April 10, 2012, (<https://www.archined.nl/2012/04/de-lange-weg-van-bezuidenhout-c-naar-nieuw-centraal/>); accessed on 4 Nov. 2023).

Projecten - Den Haag. "Ontwikkelingen in omgeving Den Haag Centraal - Projecten - Den Haag," September 12, 2023. (<https://projecten.denhaag.nl/gebied/central-innovation-district/ontwikkelingen-in-omgeving-den-haag-centraal/>).

Projecten - Den Haag. "Plannen voor omgeving Den Haag Centraal - Projecten - Den Haag," October 5, 2023. (<https://projecten.denhaag.nl/project/plannen-voor-omgeving-den-haag-centraal/>).

Public Building graduation studio. "The Vertical Campus: A Public Hub of the Future in the Hague," September 2023.

“Structuurvisie Den Haag 2020 Gemeente Den Haag,” June 26, 2005.
(<https://denhaag.raadsinformatie.nl/modules/13/Overige%20bestuurlijke%20stukken/61331>).

Buildings:

D.C. Apon, ‘Monkey Rock’, 1985, the Hague, the Netherlands.

S. van Embden, Eindhoven University of Technology Campus, 1956, Eindhoven, the Netherlands.

A.J. Hagoort, P.B.M. van der Meer en A.J. Trot, Royal Library, 1982, the Hague, the Netherlands.

MVRDV, Rotterdam Rooftop Walk, 2022, Rotterdam, the Netherlands. Sjoerd Schamhart, National Archive, 1979, the Hague, the Netherlands.

MVSA, New Babylon, 2003, the Hague, the Netherlands.

Neutelings Riedijk, Cultural Center Eemhuis, 2014, Amersfoort, the Netherlands.

WAA. AvB tower, 2013, the Hague, the Netherlands.

Planning:



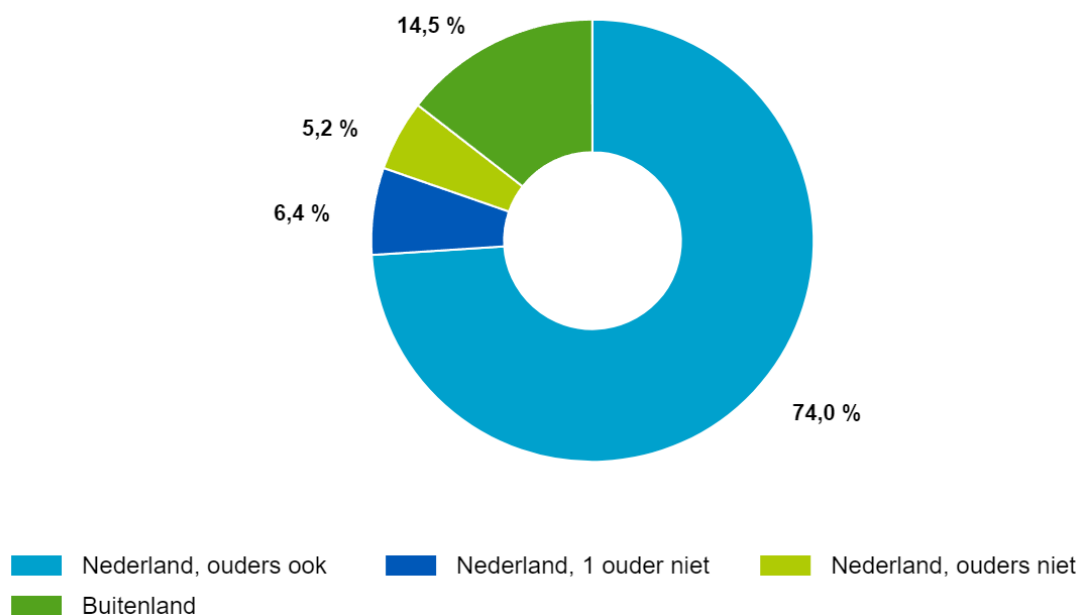
Final Reflection:

This reflection contains two parts, design-related reflection and graduation-related reflection. Each entails a dialogue on specific questions about the process and development of the project.

Design Reflection:

Starting the reflection, I will describe what my project is about. The Cultural City Hub is a social condenser, that blends cultural and educational programs, but also multiple paths of life. In Dutch society, we see that over a quarter of the population relates to a different country, where one parent, both parents or themselves are born abroad, figure 1 (Centraal Bureau voor de Statistiek, 2023). In Dutch society, we can conclude that 'Culture' means 'Cultures'. When looking at education, *the Dutch education system does not represent this multiplicity of cultures*, therefore creating an imbalance within the system and society. The Cultural City Hub combines cultures and education into a Vertical Campus, creating the campus for the future.

Bevolking naar geboorteland, 1 januari 2022



(Figure 1. Hoeveel inwoners hebben een herkomst buiten Nederland, Centraal Bureau voor de Statistiek, 2023)

My posed problem for the project; *'the public environment within the Hague Central Station district has been neglected throughout the years, creating a separation between the social environment and the technical environment within the district.'*, focused my initial design

ambitions on the urban city scale, then the vertical building scale. With my positioning on campus in mind; *a campus of the future is not just one building, but a multifunctional social condenser within the urban fabric*, focusing first on the urban city scale made sense. Continuing on the initial capacity plan from P1, a new urban redevelopment plan for the Hague Central Station district was developed focussing on the reconnection of the social environment and the technical environment. The plan included four existing buildings with educational- and cultural values, and five new additions related to the topic of Cultural City Hub. The four existing buildings are; the National Archive, the Royal Library, Bezuidenhoutseweg 67 and the Leiden University AvB tower as part of the urban redevelopment plan, a demolition- and addition plan was designed. After my initial P2 presentation, the mentors had some concerns about the redevelopment plan. I had to be more critical and careful about the existing urban fabric and rethink my position on why I needed this plan.

Using this feedback I restructured the redevelopment plan based on two major urban problematic aspects from P1, *poor quality of public space* and *Poor accessibility through the area*. These two problems were divided into four themes. The four themes are; *Urban porosity, Façade transparency, Spatial hierarchy* and *Load bearing construction*. This allowed me to be more careful and critical with my approach to the existing fabric. It helped me create a more critical way of thinking about key aspects of my project, both on urban and building scale (Keywords diagram Cultural City Hub.)



(Figure 2. Keywords diagram Cultural City Hub.)

Moreover, during my design process for the vertical campus, I concluded that the posed problem did not include educational aspects, resulting in an additional design problem dedicated to the discipline of education; *'The multiplicity of cultures is not represented within the Dutch education system.'* This problem allowed me to rethink what educational- and cultural spaces meant to me, and after feedback from my mentors during P3, connected them to one of my main design ambitions for the vertical campus, *culture connects education*. From my perspective, cultural spaces are interactive, informative, social and fluent, whilst educational spaces have a duality between social and private, each with its own characteristics. Implementing cultural- and social interactive programs within the circulation spaces transformed the function of circulation from monofunctional to multifunctional. My perspective on educational spaces, rephrased in my project as; *life-long-learning spaces*, is based on formality. Within my project, there are social learning spaces and silent learning spaces. The different typologies of educational programs, such as lecture halls, classrooms, media centres and study spaces, are divided based on their formality and individually connected to the cultural circulation system.

When reflecting on my process as a whole, I think that the feedback from my mentors during both P2 and P3 presentations helped my project tremendously. Besides, the comments during P2 about being careful and critical of the choices that I make within the project helped me realise and rethink what my project is about.

'How can the implementation of culture and education contribute to the reconnecting of the social environment with the technical environment within the Hague Central Station district?' is the research question I used for the Cultural City Hub. When I talk about the social environment, I talk about the people using and interacting with one another. The technical environment resonates with the built object and the urban systems that allow the people to interact with one another. Within the Hague Central Station district, there are, as mentioned earlier, four buildings with cultural and educational value. However, as the research from P1 presented, they are currently underperforming due to the posed problem presented earlier in this graduation plan. To redevelop, or reconnect, the social environment with the technical environment within the district into a vibrant public hub, the Cultural City Hub, a redevelopment plan was needed for the urban fabric. Additional cultural and educational programs in the form of five new buildings, such as the vertical campus, were added to further strengthen the connection between the social and technical.

Graduation 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)?**

My graduation topic; Cultural City Hub – reconnecting the social to the technical, connects the master track architecture to the studio topic of public building. By creating a new vertical campus, education and culture are the drivers of reconnection between the social and technical environments.

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

As elaborated earlier, the connection between the social and the technical in the Hague Central Station District has been dissolved over the years, resulting in a field of urban nothingness where the buildings are isolated architectural objects floating side-by-side, with humans merely as guests. By re-establishing this connection through culture and education, the district and the city of the Hague will become more lively and resilient, resulting in a better functional and liveable city.