

Learning Places Fall 2015

SITE REPORT

The Faragut Housing



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INTRODUCTION

As a class, we started at Vinegar Hill, Brooklyn, and made our way past the Navy Yards and to the Faragut Housing. Along the way, we did a bit of sketching on the intersection of Hudson Ave and Plymouth. My walk to the site before meeting up with the rest of the class was interesting as well. In a prior class, Professor Montgomery showed us multiple maps dating back from the 1700's through to present time so it was fascinating to walk the same streets and am clearly aware of how it used to how much has changed.

PRE-VISIT REFLECTION

When I think of the word, The Projects, a couple things come to mind- shady or unsafe, crime, low-income. These are all negative connotations, which to be fair was influenced by society. Truthfully, I was quite surprised that our first site visit was going to be public housing, the Farragut Houses. However, through several in-class exercises, including Professor Montgomery's inspirational story of his time in Rome and Italy, I am beginning to understand

the underlying purpose in the course. I am excited that my first “careful observation” sketching experience will be of something a little more unusual.

From how the street conditions are like, to the residents, to the general vibe of the Farragut Housing neighborhood, I know this experience will help me appreciate the tiniest details that we often overlook and to question, to dig deeper into understanding its connection with each other.

SITE DOCUMENTATION (photos/sketches)









1.



WELCOME TO
FARRAGUT HOUSES
A WONDERFUL COMMUNITY
NYCHA





SITE OBSERVATIONS

1. Vinegar Hill is a quiet neighborhood with minimal people walking and cars
2. Differences between brown and green street signs. Brown street signs indicating historical street.
3. The relationship between schools, private housing, and public housing
4. Faragut Housing's small windows in comparison to warehouse windows

5. Streets along Hudson Ave (green street sign area) is clearly not taken care of. There are garbage and overgrown weeds everywhere
6. Fences create a distinction between private and public space. So is the green space between the fence around The Faragut Housing and the buildings itself public?
7. Lintel of windows indicate the age of the building.
8. Small boutique shops selling novelty goods signify the wealth of the people

QUANTITATIVE DATA

Subject	Data
Faragut Housing total buildings	8 buildings
Number of stories of Faragut Housing complex	14 stories tall
Number of Schools	1 school

QUESTIONS AND HYPOTHESIS

QUESTIONS:

1. Why did they close down Hudson Avenue for the Faragut Housing project?
2. Where do the wealthy kids go to school if their parents don't send them to the same schools as kids from The Projects?
3. Why is it called Faragut Housing? Why was it named after this particular man? What was his significance during the time of the construction?
4. Why was The Faragut Housing built in this particular plot of land?
5. What is the demographic of the residences in The Faragut Housing? Total Population?
6. How does the demographic relate to the percentage of crime rates that occur in this area?
7. Why is the main entrance of The Faragut Housing not apparent?
8. Ironically, the streets with the "wealthier" residences are much narrower and smaller than those of the streets around The Faragut Housing. Why is that?

HYPOTHESIS:

1. Beautiful parks and huge community spaces were added to public housing property because they wanted to create a "happy" and "healthy" area for people to live in.

2. The Faragut Housing was built on that particular piece of land because that area was considered as a “slum” and because of sanitary and living conditions, the state decided to tear it down.
3. The layout of the Faragut Housing buildings were possibly related to the Sun and where sunlight shines through into the windows.

SUMMARY / POST VISIT REFLECTION

After our first site-visit, I can say how glad I am to be enrolled in this course. I believe the scariest feeling is the feeling of not knowing, to be completely oblivious with our surroundings and the history of how certain things came to how it is. So far, I am learning to question everything we encounter. There's much to learn and discover about if we dare to dig a little deeper than what we plainly see. I am also really enjoying the sketching sessions we get.