—

1a. EUROPE
Pan-European Corridors

Type of Course: **Advanced Studio, Master II**
Class Meetings: **M/TH: 2:00PM – 6:00PM**
Instructor: **Srdjan Jovanovic Weiss, PhD**
Location: **Room TBD**
Semester/Year: Spring **2018**

Course Description & Learning Objectives

In Visible City _ Novi Sad

This advanced studio will be connected to imagining futures for European Cultural Capital of 2021 in Novi Sad, Serbia. This city, second by size in Serbia, got this prestigious title recently. Serbia not being in the the European Union as of now is also looking to expand the idea of the city in Europe to the US to the East and to the Non-Aligned Movement comprising the global south anywhere where Europe can be felt by the way of living. The studio will use the design matrix method allowing both for collective and individual work. The case study will be the so called Chinese District in Novi Sad, a former factory that is now an informal zone. The ambition is to find ways how to upgrade it by urban, architectural and artistic tools.

The studio is based on the notion that the City is more than a collection of objects. The students will be encouraged to recognize the City as a highly nuanced environment of interdependent networks – a landscape made up of visible and invisible systems. The determination and documentation of these systems

is in and of itself an act of design—through critical mapping, the designer creates the reality out of which the intervention will emerge.

Through a series of investigations, the studio will gain an understanding of the very dynamic nature of the City and realize that *every* intervention, be it permanent or temporary, transforms this manmade landscape and our understanding of it. By exploring, testing and building with a piece the City's urban DNA, then carefully documenting assigned areas of Novi Sad the students will identify the unique systems that inform our individual and collective experiences of the public realm. Then, through a final design proposal, the studio will realize that any intervention within this complex network at once disrupts existing connections and creates new ones.

location of the site of "Chinese Quarter" in Novi Sad, European Cultural Capital 2021

—

Timeline:

- January 29th / introduction / getting to know each other, Seeing each others work.

- February 1st, Skyoe with city officials of Novi Sad European Cultural Capital 2021 and the European Commission / discussion / studio work afterwards / Sketch project: Understanding remote cities / introduction of the design matrix method / forming teams

- February 5th Desk Crits / group discussion / sketch research / site model

- February 8th / Rehearse sketch research in studio setting / it includes both digital and analog methods.

- February 15th / review / class pin up. / in the studio setup

- February 22th / Seminar: the spatial future of new manufacturing / Guest Nina Rappaport

- February 26th / work session / seminar

- March 1 / pinup with guest critics

- March 5 / Desk Crits / exploring the design matrix

- March 8 / Review with guests
- March 12 / Seminar: Futures of work

- March 15th / exploring the design matrix

- March 19 / Review with guests

- March 22 / Crafting session / models / photography

- March 26 / Desk crits / review of models

- March 29 / Silent Review

- April 9 Review with guests in the studio setting

- April 12 / Desk crits / studio discussion / production

- April 16 / Internal review in studio setting / discussing strategies for final review

- April 19 / Desk crits / improving design strategies and craft

-April 23 / Production of final designs / Ways to how mediate research / Discussion

- April 26 / Production of final designs

- April 30 / Production of final design and strategies of dissemination / text assignment

- May 3 / Preparing for final review / strategies for moving work out of the studio to assigned review space

- May 7 / Re-crafting picked aspects of the projects

- May 10 / Final review with guests

- May 14 / comprehensive review with each student / party

—

Outside of CCNY_SSA partners and supporters:

- Republic of Serbia General Consulate in New York. General Consul: Mirjana Zivkovic

- EXIT Foundation, Novi Sad

- Office of city planning Novi Sad

- City of Novi Sad administration

- Republic of Serbia administration

- Office of tourism Republic of Serbia

- European Commission, Brussels

- UNDP / TBD

—

Photo of "Chinese Quarter" in Novi Sad, main case study for European Cultural Capital 2021

BIBLIOGRAPHY (developing)

Books:

Calvino, Italo, *Invisible Cities*. Harcourt Brace Jovanovich. 1978 (English reprint).

Christiaanse, Kees. The City as Resource: Concepts and Methods for Urban Design. Jovis, 2015.

Friedman, Yona, *Irregular Structure: A Manual.* Centro Andaluz de Arte Contemporaneo, Sevilla, 2006.

Herzog, Jacques, *Herzog & DeMeuron: Vision Dreispitz, Eine Stadtebauliche Studie.* Christophe Merian Verlag Publisher. 2004.

Kostof, Spiro, *The City Shaped: Urban Patterns and Meanings through History.* Bulfinch Publishing. 1993 (reprint)*.*

Sennett, Richard, Classic Essays on the Culture of Cities. Appleton-Century-Crofts; Underlining High-lighting edition. 1969.

Smithson, Alison and Peter, *Changing the Art of Inhabitation.* Artemis (Publisher). 1994.

Bergson, Henry, Materials and Memory

Rappaport, Nina, Vertical Urban Factory, Actar Publishers

Articles and Essays:

Allen, Stan. "From Object to Field: Field Conditions in Architecture and Urbanism." <u>Practice: Architecture, Technique + Presentation</u>. Pgs. 216-243. Routledge Publishing. New York, NY 2009.

Diller, Elizabeth. "Autobiographical Notes," in *The Activist Drawing,* ed. Catherine de Zheger and Mark Wigley New York: NY Drawing Center, 2001.

Heidegger, Martin. "Building Dwelling Thinking." Poetry, Language, Thought. Pgs. 141-160, Translated by Albert Hofstadter. HarperCollins Publisher. New York, NY 1971.

Sennett, Richard. "Borders and Boundaries." The Public Realm.

—

NAAB Criteria Addressed in this course:

Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

Course Expectations:
That students will develop a high level of independent thought and rigor and a willingness to go beyond both basic project requirements and their own perceived limits and abilities.

That students will successfully complete all project requirements. No make-up or postponed project submissions will be accepted except in the case of medical emergencies or other extraordinary circumstances. Excused absences and project delays must be officially cleared by professor in advance in order to be considered valid.

Advising:
Students will be advised about how well they are doing at key points throughout the course and will receive a midterm warning letter before the final date for course withdrawal if they are at risk of receiving a grade of C or lower. The midterm warning letter is not a part of any student's official record, but serves as an alert that they are at risk academically.

Office Hours:
Office hours are set by appointment. If a student needs to speak in private with a studio critic they must email in advance to request a meeting time. Students may seek office hour appointments to discuss any matters of concern including personal, private matters and general inquiries about course related work, grading, assessment and content.

Grading Criteria:
A   Work meets all requirements and exceeds them. Presentations are virtually flawless, complete, and finely detailed. Work exhibits professional, "museum quality" level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor. Work shows evidence of intense struggle to go beyond expectations, and beyond the student's own perceived limits of their abilities.
B   Work meets all requirements. Presentations are complete and finely detailed. Work exhibits professional level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor.
C   Work meets all requirements. Presentations are complete. Student has developed an individual design process but is lacking in craft and / or design resolution
D   Work does not meet all requirements. Craft is at an unacceptable level, and / or student has not sufficiently developed an individual thought process and / or does not finish work on time.
F   Work does not meet minimum requirements. Student does not develop process, and / or does not finish work on time.

INC Grades of "incomplete" are not given under any circumstances unless there is evidence of a dire emergency (death in the family, accident, debilitating illness).

All work is graded. In order to receive a grade, work must be completed on time. Attendance and participation is also part of your grade. Extensions and grades of "Incomplete" are not given in this course except in cases of serious illness or injury.

Project 1: 30%
Project 2: 30%
Project 3: 30%
Attendance / participation: 10%

NOTE: *Working in teams does not guarantee the same grade for each team member; grades are based on a range of criteria for each student.*

For more information on grading guidelines and other CCNY policies and procedures, consult the current CCNY Academic Bulletins: http://www.ccny.cuny.edu/registrar/bulletins.cfm

Probation & Dismissal: For program specific information related to grades, academic standing, probation and dismissal, please see your program academic advisors:
B. Arch.: Arnaldo Melendez & Sara Morales
M. Arch.: Hannah Borgeson

Studio Culture:
Working in the studio is mandatory. Studio culture is an important part of an architectural education. Please see the Spitzer School of Architecture Studio Culture Policy, which can be accessed on the SSA website here https://ssa.ccny.cuny.edu/about/policies/ for more information.

Absence & Lateness
Arriving more than ten minutes late to class will constitute an absence. Two unexcused absences will result in a whole letter grade deduction from a final grade; three will result in a failing grade. It is expected that all students will participate in all scheduled working, midterm and final reviews and contribute constructively to the discussion.

Absences due to Religious Observances
Students who will miss any class sessions, exams, presentations, trips, or the like due to a religious observance should notify the instructor at the beginning of the semester so that appropriate adjustments for observance needs can be implemented. This could include an opportunity to make up any examination, study, or work requirement that is missed because of an absence due to a religious observance on any particular day or days.

Noise Policy:
The studio environment should be a quiet and respectful place where all students can work and think in peace. At no time may students play music out loud in studio, even at a low volume. If you desire to listen to music, either during class hours or after hours, headphones are a requirement. Conversations must also be kept to a reasonable volume to respect classmates and those students in adjacent studios.

Readings & Journals:
Students are expected to keep a journal or sketchbook throughout the duration of studio to document their thought process & take notes of any texts, books, terms or references that are mentioned by either the studio critic or fellow classmates and to selectively follow up on these and any other assigned readings before the next class.

Academic Dishonesty:
As a student you are expected to conduct yourself in a manner that reflects the ethical ideas of the profession of architecture. Any act of academic dishonesty not only raises questions about an individual's fitness to practice architecture, but also demeans the academic environment in which it occurred. Giving or receiving aid in examinations, and plagiarism are a violation of an assumed trust between the school and the student.

Plagiarism, i.e. the presentation as one's own work of words, drawings, ideas and opinions of someone else, is a serious instance of academic dishonesty in the context as cheating on examinations. The submission of any piece of work (written, drawn, built, or photocopied) is assumed by the school to guarantee that the thoughts and expressions in it are literally the student's own, executed by the student. All assignments must be the student's original work. Any copying, even short excerpts, from another book, article, or Internet source, published or unpublished, without proper attribution will result in automatic failure of the entire course.

CCNY Academic Integrity Policies: http://www.ccny.cuny.edu/academicaffairs/integritypolicies.Cfm
In particular, consult the Academic Integrity Brochure for students:
http://www.ccny.cuny.edu/academicaffairs/upload/BrochurePDFVersion.pdf
For more guidance about understanding standards for plagiarism in the digital age, see:
http://www.nytimes.com/2010/08/02/education/02cheat.html?_r=1&emc=eta1&pagewanted=print
For citations, use the Chicago Manual of Style "Notes and Bibliography" method:
http://www.chicagomanualofstyle.org/tools_citationguide.html

Library:
The school's library is a shared resource that is necessary supplement to all research and design work. Please direct questions to the library staff or the architecture librarian Nilda Sanchez.

AccessAbility Center (Student Disability Services):
The AccessAbility Center (AAC) facilitates equal access and coordinates reasonable accommodations, academic adjustments, and support services for City College Students with disabilities while preserving the integrity of academic standards. Students who have self-identified with AAC to receive accommodations should inform the instructor at the beginning of the semester. (North Academic Center 1/218; 212-650-5913 or 212-650-6910 for TTY/TTD).

NAAB (National Architectural Accrediting Board)
The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit US professional degree programs in architecture. Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

More specifically, the NAAB requires an accredited program to produce graduates who: are competent in a range of intellectual, spatial, technical, and interpersonal skills; understand the historical, socio-cultural, and environmental context of architecture; are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and comprehend architects' roles and responsibilities in society.

The following Student Performance Criteria are addressed in this course:

Realm A: Critical Thinking and Representation. Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Realm B: Building Practices, Technical Skills, and Knowledge. Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be

able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

Students should consult the NAAB website www.naab.org for additional information regarding student performance criteria and all other conditions for accreditation.

—

End of document

—