

Type of Course: Advanced Studio ARCH 86101 / 51000

Class Meetings: M/TH: 2:00PM – 5:50PM

Instructor: Quardean Lewis-Allen

Location: TDB

Semester/Year: Spring 2018



Left: Osborn Plaza in Brownsville, Brooklyn during street festival. Right: The Plaza at Harvard University by Stoss Landscape Urbanism.

"[Man] will adapt to hydrocarbons in the air, detergents in the water, crime in the streets, and crowded recreational areas. Good design becomes a meaningless tautology if we consider that man will be reshaped to fit whatever environment he creates. The long-range question is not so much what sort of environment we want, but what sort of man we want."

-Robert Sommer

DESIGN/BUILD FOR SPATIAL WELLNESS

Evaluative Crime Prevention Through Environmental Design

By 2050, 70 percent of the world's population will live in urban areas. In New York City, there is an anticipated population growth of 1 million people by 2040. The preservation and building of affordable housing has been top priority in the Mayor's Office for decades, with NYC's current Mayor calling for 200,000 additional or preserved units. This call puts pressure on underbuilt, economically distressed regions within the city, which are often working class communities of color. As pressure to alleviate the conditions and stigmas surrounding concentrated urban poverty build, studies and comparative analysis of best practices are introduced that challenge grassroots efforts and lack an evaluative context specific rubric that ties those best practices in urban design and crime prevention to their new context.

In this studio, we are going to interrogate the spaces and interventions for addressing mental health and wellness in public and the armatures through which they are deployed and evaluated. Students will work in teams with sponsoring community stakeholders to design/build 1:1 prototypes of urban furniture or other installation that addresses crime prevention, wellness and socio-economic access after extensively researching the impacts of these types of projects through historical contextualization. This research will outline the framework for the creation of an evaluative tool that will be deployed to assess the long-term impact of the intervention.

Our neighborhood of focus, Brownsville, Brooklyn, has been said to be immune to gentrification, has the highest concentration of public housing in the nation, and has a rich history of urban experimentation. Recent years have seen an increased investment across administrations after decades of neglect. Residents cite oversaturation with participatory design engagement, surveys, and townhalls to address pressing socio-economic, health and safety issues. Grassroots community organizations with more agency have taken to action through design/build *Crime Prevention Through Environmental Design* (CPTED) approaches however, residents still lack a metric to successfully project the effectiveness of design proposals meant to improve the quality of life for residents over time.

Note: Some Monday sessions will take place in the case study neighborhood of Brownsville.

Background

Prior to the Neighborhood Activation Study (NAS), the Brownsville community had already participated in several planning processes that were facilitated by local organizations and city agencies. The NAS engagement strategy used this work as a starting point to help combat planning fatigue and to further develop community-identified areas of opportunity. Hester Street leveraged existing relationships with local community based organizations to help map the local landscape, identify community assets and compile a list of key stakeholders to engage in project focus groups, meetings, and informal events.

Through interviews with organizational partners and HPD's Brownsville Plan team, HST learned of the Mayor's Tech Advisory Committee that was initiated in conjunction with the Mayor's Office of Technology and Innovation (MOTI). This group of deeply engaged local experts had been holding meetings focused on community safety, public spaces, healthy food access and wellness. Participants from this process were invited to continue and build upon this work as part of the Neighborhood Activation Study. Areas of discussion included: economic development, violence prevention, health and wellness, culture and community, and the built environment. In an effort to further amplify the role of community based organizations in the NAS, HST contracted with respected leaders from the Brownsville Community Justice Center and Brownsville Think Tank Matters to design, organize, and facilitate focus groups geared towards youth and community-police relations. Discussions throughout the engagement process helped identify community assets that should be leveraged to improve neighborhood safety.

SUMMARY OF ASSIGNMENTS

Assignment 1: Research and Hypothesis

Week 1-4

Percentage of Grade: 20%

Objective

A drive will be shared with the Neighborhood Activation Study (NAS) with relevant participatory design research compiled by the Mayor's Office of Criminal Justice, Studio Gang and Hester Street Collaborative. In small groups, students are to digest the research and proposals for comprehension of strategies and methods. Students will then present case studies that support and/or undermine the proposed interventions. Students will comprehend the environmental, health, and socio-economic repercussions within an continuum of urban interventions and draw critical hypotheses about the implications of the NAS.

Deliverables

1. Slideshow and supportive illustration or photos to include:
 - a. 3-4 precedents that validate or invalidate assumptions from proposed interventions highlighted in the NAS.
 - b. A written and illustrated statement of hypothesis for the projected outcomes of interventions through the lenses of crime prevention, health/wellness and socio-economic impact.
 - c. Proposed plan to amend strategies and methods proposed in the NAS to align interventions with the objectives outlined by the stakeholders cited.
2. A rubric or assessment tool that can be used to post-assess the effectiveness of your precedents.

3. Programmatic urban analysis and contextual diagramming in support of your hypothesis.
4. One studio wide physical model of case study site in wood at $\frac{1}{2}''=1'$ scale.

Assignment 2: Concept Development

Week 5-9

Percentage of Grade: 20%

Objective

Students will make multiple visits to the sponsoring organization to engage with constituent youth in the process of actively listening and iterating to propose concepts for public space interventions that mitigate students hypothesis with the knowledge and stakeholders. Student will present examples of fabrication techniques and precedent to enumerate and provoke design ideas for the participating youth and sponsor. Students will be able to propose a viable plan and a rubric/assessment tool and budget that meets the objective of crime prevention, health/wellness and/or socio economic justice. The rubric would be a tool that calls back to your research in assignment one.

Deliverables

1. Conceptual physical modeling at $\frac{1}{2}''=1'$
2. Sketch models at other appropriately determined scales to elucidate means and methods of function and approach
3. Other graphical representation exhibiting means and methods of fabrication of proposed intervention which include:
 - a. Sketches and diagrams
 - b. Plans, sections, elevations and details
 - c. Animation/video
 - d. Photography and collage
4. Outline of rubric to measure success of project.
5. Proposed budget of material cost

Assignment 3: Design Development and Construction

Week 10-16

Percentage of Grade: 60%

Objective

Each group will design/build a 1:1 functional prototype of their proposed final intervention. Designs should be conceived and constructed to be mobile or functionally dismantlable.

Deliverables

1. Detailed shop drawings and diagramming of final proposal.
2. 1:1 physical prototype.
3. Rubric from measuring the success of the project

Bibliography

John R. Minnery and Bill Lim. "Measuring Crime Prevention Through Environmental Design." Journal of Architectural and Planning Research. Vol. 22, No. 4, pp. 330-341

Sommer, Robert. *Personal Space: The Behavioral Basis of Design*. Englewood Cliffs, New Jersey. 1969

Crowe, Tim. *Crime Prevention Through Environmental Design*. 2nd edition. Boston: Butterworth - Heinman. 2000

Jeffery, C. Ray. *Crime Prevention Through Environmental Design*. Beverly Hills, CA: Sage Publications. 1977

Newman, Oscar. (1996). [<http://www.huduser.org/publications/pdf/def.pdf> Creating Defensible Space], Institute for Community Design Analysis, Office of Planning and Development Research (PDR), US Department of Housing and Urban Development (HUD), Washington, DC.

Luedtke, Gerald and Associates. (1970). *Crime and the Physical City: Neighborhood Design Techniques for Crime Reduction*. Washington D.C.: U.S. Department of Justice

Pritchett, W. (2002). *Brownsville, Brooklyn: Blacks, Jews and the Changing Face of the Ghetto*. London: The University of Chicago Press.

Dolkart, A. (n.d.). *The Architecture and Development of New York City: Living Together*. Retrieved from Columbia University: Digital Knowledge Ventures: http://ci.columbia.edu/0240s/0243_2/0243_2_fulltext.pdf

Jacobs, Jane. *The death and life of great American cities*. Vintage books USA, New York. 1961

Websites

<https://thefriendshipbench.org/>

<http://thedaylightsite.com/architecture-for-well-being-and-health/>

Graphics and Standards

McMorrough, Julia. *Materials, Structures, and Standards*. Beverly, MA: Rockport Publishers, 2006.

Tufte, Edward R. *Envisioning Information*. Cheshire, CT: Graphics Press, 1990.

WEEKLY SCHEDULE

Note: schedule below is subject to revision through the duration of the semester.

W1

Mon 01.29

Thu 02.01

INTRODUCTION

First day of class (Lottery and general presentation)

Studio (Portfolios DUE: M.Arch I, M.Arch II, and B.Arch 4th year students)

W2

Mon 02.05

Thu 02.08

Studio / Desk Crit

Studio / Desk Crit

6:30pm. Lecture: Elizabeth Christoforetti

W3

Mon 02.12

Thu 02.15

College Closed / Lincoln's Birthday

Studio / **Pin up Project 1**

6:30pm. Lecture: Ivan Rupnik

W4

Mon 02.19

Tue 02.20

Thu 02.22

College Closed / Presidents' Day

(Mon Schedule) Studio / Desk Crit

Pin up/Review. Begin Assignment 2

6:30pm. Lecture: Iñáqui Carnicero

W5

Mon 02.26

Site visit: 519 Rockaway Ave, 1st fl Brooklyn, NY 11212

Thu 03.01	Studio / Desk Crit 6:30pm. Lecture: Vishaan Chakrabarti
W6	
Mon 03.05	Site visit
Thu 03.08	Studio / Desk Crit 6:30pm. Lecture: Celeste Olalquiaga
W7	
Mon 03.12	Site visit
Thu 03.15	Studio / Desk Crit
W8	
Mon 03.19	Studio / Pin Up
Thu 03.22	Studio / Desk Crit
W9	
Mon 03.26	Site visit / Mid Review Assignment 2
Thu 03.29	Studio / Launch Assignment 3:
SPRING RECESS	
W10	
Tue 04.09	Studio / Desk Crit
Thu 04.12	Studio / Pin up 6:30pm. Lecture: Mario Gooden
W11	
Mon 04.16	Studio / Desk Crit
Thu 04.19	Studio / Desk Crit
W12	
Mon 04.23	Studio / Desk Crit
Thu 04.26	Studio / Pin up 6:30pm. Lecture: Georgeen Theodore and Tobias Armbrorst (Inteboro)
W13	
Mon 04.30	Studio / Desk Crit
Thu 05.03	Studio / Desk Crit
W14	
Mon 05.07	Studio / Desk Crit
W15	
TBD	FINAL REVIEW

Key Areas of Grading Assessment:

- **Studio Performance & Work Habits** Ability to respond to studio criticism & discourse in a consistent & clear manner throughout the course of the semester as demonstrated in the evolution and development of design work.

- **Clarity of Representation & Mastery of Media** Ability to utilize both digital and manual drawing and model-making techniques to precisely and creatively represent architectural ideas.
- **Pre-Design:** Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.
- **Research:** Understanding of the theoretical and applied research methodologies and practices used during the design process.
- **Integrated Evaluations and Decision-Making Design Process:** Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
- Studio & Lecture Series Attendance
- Completion of Portfolio and Attendance at all scheduled portfolio related events

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:

Note: C is the lowest passing grade for M Arch I and M Arch II students.

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 minimum requirements. While presentations may be complete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution

D (+/-) work is below minimum requirements. Presentations are incomplete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.

F work is well below minimum requirements. Student does not develop adequate design 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 medical or personal emergency. In such cases, instructor and student develop a contract to complete work by a specified date, as per CCNY policy. Classes / work missed due to illness must be explained with a physician's note.

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 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.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions

(including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

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