

Type of Course: Advanced Studio
Class Meetings: Monday -Thursday: 2:00PM – 6:50PM
Instructor: Fabian Llonch
Location: TBA
Date: Spring 2018

COURSE DESCRIPTION

Students from 4th year B Arch and 3rd year M Arch explore design together through the individual research interests of faculty. Emphasis is placed on design research and empowering students to identify & define design problems, establish evaluative criteria, analyze solutions, and predict the effectiveness of implementation. Students select studios through a lottery system on the first day of class.

East Harlem:

From the new rezoning to an architectural idea.

Artimus Sponsored Advanced Studio

“Cities, after all, are giant juxtaposition engines, their purpose to facilitate contact between people.”

Michael Sorkin

As stated in the EHNP, (East Harlem Neighborhood Plan), East Harlem, is one of the first four neighborhoods prioritized for rezoning as part of Mayor de Blasio’s Housing Plan to construct and preserve 200,000 units of affordable housing by 2025.

Rezoning a neighborhood, especially to create more housing, presents opportunities as well as major challenges.

This neighborhood has a rich cultural and social history. Tens of thousands of immigrants have made their first homes in the United States in East Harlem. First settled by Jews and Italians, later the center of New York City’s Puerto Rican community, and in more recent years, home to Mexican, African and Chinese immigrants, East Harlem has an astonishing history of diversity.

For a time in the mid-20th century, East Harlem was one of the most densely populated areas on the planet. As its crowded conditions came to the attention of social reformers, the neighborhood became the center of an enormous urban renewal effort that lasted two decades. The combination of public housing and other forms of regulated housing means that East Harlem is a neighborhood defined by its affordability as well as its diversity.

The increasing income inequality throughout New York City is, however, affecting East Harlem’s continued affordability.

The first task of the studio will be to fully understand the recently approved new rezoning of East Harlem, its benefits and disadvantages and how this new urban plan would change, alter and transform the community as a whole.

Once the rezoning is understood, we will propose new strategies for the area. We will explore also the potential transformation (in terms of Architecture) from the public space to the private, understanding that this goes beyond the mere definition of ownership, but rather a series of spaces that would offer the community the opportunity of exchange, interact, connect, and relate with each other.

Spaces that would defy the default thinking of private and public, open and close, indoor and outdoor, small and large (scale), on top and under.

Our research should focus on what have been happening in the in the last decades, where municipalities have focused mostly on beautifying the public space, leaving the domestic in the hands of the market. In addition, the administrations, real estate and financial companies have imposed a kind of technocracy that does not respond to the basic needs of the people.

And in order to accommodate these different market needs, Architecture has lost its importance at the forefront. Quite often, Architecture has disappeared from the equation altogether. When this happens, we have constructions (buildings), but not necessarily Architecture.

As a result of this, it has been a split between the buildings and the streets.

We need **Architecture** back.

We will research all aspects of this process, a true interdisciplinary endeavor, collaborating with several key figures of the community as well as planners, urban designers, landscape architects, architects and developers, working closely with them, trying to understand the area, the new rezoning and its consequences and the people's needs and desires.

Semester_1: Research the implications of the new rezoning for East Harlem. New Strategies.

The definition of the boundaries of East Harlem is in fact an issue itself. As architects, we need to uncover the operational systems and logics at a variety of scales from the regional to the immediate.

Although the immediate realm of the analysis will center on East Harlem, the analysis should understand this area in its larger context including the connections to the transportation infrastructure, the urban fabric, connection of open spaces and the natural ecological system. Through an urban and infrastructure lens, the students should identify patterns and hierarchies – blocks, uses, typologies, social and economical zones etc.

Equally, the environmental, ecological, biological, topographical and spatial dimensions need a multi-scalar understanding.

At the same time, students will question themselves: who are we designing for?

What are their needs?

How do they live?

Demographics, past present and future, will be inevitable to understand.

The objective for this first semester is to create different strategies that deal, as an example, with Park Ave tracks and its issues, focusing in the Intersection with 125th street.

A large physical model will be made of this area, utilizing latest technologies (3D printing, CNC, etc) Identification of possible sites and “new” architectural programs for those sites will be proposed at the end of this semester in context with the new rezoning of East Harlem.

Semester_2: is to focus on site specific issues, and the design and development of an architectural idea that takes into account everything learned in the first semester.

Explorations on new typologies and mixed programs, where open space, housing, commercial venues and transformations on the collective spaces will be the focus of the semester.

BIBLIOGRAPHY:

- _East Harlem Neighborhood Plan
- _East Harlem Rezoning Proposal
- _Zoned out!: Tom Angotti and Sylvia Morse
- _Death and Life of Great American Cities: Jane Jacobs
- _Exquisite Corpse: Michael Sorkin
- _A History of Housing in New York City: Richard Plunz
- _Pisos Piloto: Gustavo Gili
- _a+t Dwelling Mixers
- _Foreclosed: Rehousing the American Dream: Bergdoll, Barry and Reinhold Martin.
- _House Housing: An Untimely History of Architecture and Real Estate
- _City of New York and Mayor Bill De Blasio: Housing New York: A Five-Borough, Ten-Year Plan. N.D.
- _Affordable New York: A Housing Legacy. Museum of the City of New York
- _Making Room: New Models for Housing New Yorkers, CHPC and MCNY
- _Urban Intensities: Contemporary Housing Types and Territories. Rowe, Peter G. and Har Ye Kan.

REQUIRED:

All M Arch I second and third year students and all M Arch II students are required to submit a portfolio on February 1st, 2018. Second year students must submit a hard copy portfolio to Hannah Borgeson's office by [5 pm on the 1st](#). Third year students and M Arch II students may submit either a hard copy portfolio or email a link to a digital portfolio to hborgeson@ccny.cuny.edu. Digital submissions must be a link, not a file attachment.

All Undregraduate 4th year students also need to submit their portfolios. Deadline will be February 1st, 2018, and should be collected by your instructor.

GRADING & ATTENDANCE POLICIES AND STUDIO CULTURE

Course Requirements:

- Attendance and participation in class discussion in a constructive manner. Arriving more than ten minutes late will constitute an absence. Two unexcused absences will result in a whole letter grade deduction from your final grade; three will result in a failing grade.
- Participation in all reviews.
- Comprehension and discussion of assigned readings.
- Detailed project response and development in drawing, modeling, text, and design research.
- Successful completion of all project requirements and reviews is required and 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.
- Attendance to all Spitzer School of Architecture Sciame Lecture Series lectures. These lectures are mandatory and will be considered as part of your studio grade. Two unexcused absences from this series will result in a ½ letter grade reduction of your final studio grade.

Methods of Assessment:

- Attendance and participation in class discussions: 20%
- Project development in response to semester schedule: 50%
- Project presentation, completion and resolution: 30%
- Attendance to Sciame Lecture Series lectures. See policy above.

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 <http://ssa1.ccny.cuny.edu/resources/p-g.html> for more information.

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 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. Classes / work missed due to illness must be explained with a physician’s note.

Readings & Journals:

If and when readings are directly assigned, students are expected to have completed them before class. Students are also expected to keep a journal or sketchbook throughout the duration of studio to document their thought process. Students are also expected to take note during studio 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.

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.

Office Hours:

Office hours are set by appointment. If you need to speak in private with your studio critic please email them in advance and request a meeting time.

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

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.