
Type of Course: Advanced Studio
Class Meetings: Monday -Thursday: 2:00PM – 6:50PM Instructor: Fabian Llonch
Location: TBA
Date: Fall 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: Urban Infrastructures and the streetscape.

Artimus Sponsored Advanced Studio

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.

With all this in mind, **Artimus** contacted SSA CCNY to research and to put forward different proposals for East Harlem.

This endeavor is a **two semesters in a row** experience.

In the first semester (Spring 2018) students wrote a 200 page research document and proposed several ideas for the area. They explored also the potential transformation (in terms of Architecture) from the public space to the private, understanding that this went 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.

The second semester (Fall 2018) we will be focusing specifically on the streetscape of Park Ave and the relationship between side walk, the existing (and proposed) Architecture and the Metro North tracks, (under, over and sideways) from 111th to 132nd street and to propose different architectural ideas that deals directly with that area.

What to do? What beautiful, equitable, and sustainable futures can be imagined for this place? What type of projects can be thought to benefit the East Harlem community as a whole, socially and economically?

We will include in the mix three (3) different sites owned by Artimus throughout this corridor.

These urban infrastructures (Metro North overhead tracks, in our case) quite often disrupt the urban life. Massive constructions that alter the scale of the area, and create direct social, economic and political conflicts between the neighbors and the users.

Throughout the semester we will research all aspects this particular issue, which is 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 problems and the possible solutions.

Students should question themselves: whom are we designing for?

What are their needs?

How do they live?

What is the history of the site?

We will definitely propose 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.

Students should aim to create a distinctive character for Park Ave, and should reinforce and revitalize the streetscape, to create a more inviting pedestrian experience, and open up a new dialogue between all for the whole area.

They should also understand the length of the project, the diversity of urban environments and its focal points and particularities.

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.

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.cuny.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.