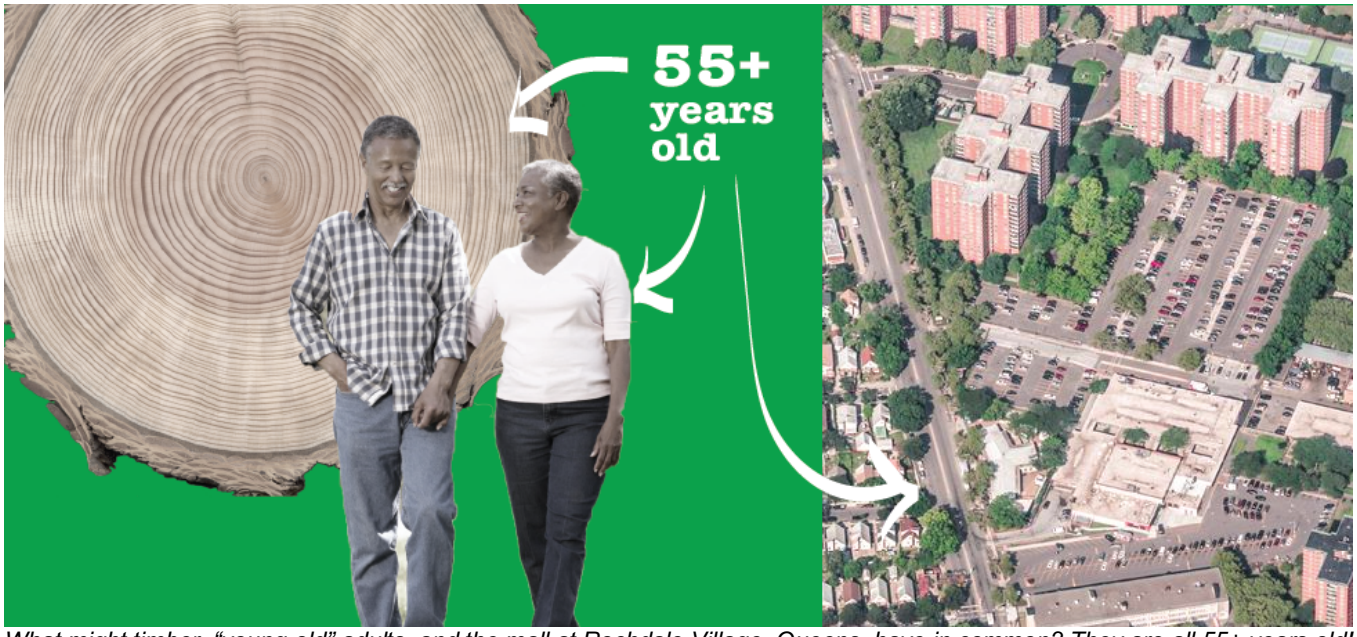
Type of Course:	**Advanced Studio ARCH 85101 / ARCH 51000 / ARCH 92102**
Class Meetings:	**M/TH 2:00PM – 5:50PM; Thursday lectures @ 6:30PM**
Instructor:	**Professor June Williamson** jwilliamson@ccny.cuny.edu
Location:	**Spitzer, Studio TBD**
Semester/Year	**Spring 2019**

Housing55PLUS: The Studio for Designing Suburban Futures

Employing mass timber construction to retrofit a mall for "Third Age" adults in a Queens NORC



What might timber, "young-old" adults, and the mall at Rochdale Village, Queens, have in common? They are all 55+ years old!

STUDIO OVERVIEW

There remains one allowable category of housing discrimination in the United States: for people over the age of 55.[1] While 55 is not old (it's not!), it marks the beginning of a transition to the "Third Age" of life.[2] It follows the First Age, which is childhood and youth, and the Second Age of middle adulthood and child rearing. With increased life expectancy—the "longevity dividend" of the health and technology advances of the 20th century—the Third Age can last for many decades, before a Fourth Age of final decline.

The challenge of this studio is: the design of **Housing for 55PLUS-ers.** Can we design dwellings and social spaces that anticipate and people's changing needs and enable optimal happiness as they grow older, from 55+ to 65+, 85+, and beyond? This is not a niche concern: New York City expects the population over 65 to grow by 40 percent between 2010 and 2040.[3]

We will explore design for healthy and supportive aging in community within an outer-borough neighborhood, Rochdale Village, that is already a "NORC," or Naturally-Occurring Retirement Community.[4] We will retrofit an older shopping mall and its surrounding parking lots ("born" in Jamaica, Queens, in the early 1960s). We will probe what "retirement" even means in the 21st century! We will consider the nature of "community" and how architectural programs can support the formation and maintenance of strong social bonds. And we will design with mass timber—a sustainable, renewable alternative to steel and concrete structures.

[1] HUD, "Should Age-Restricted Communities Be Exempt from Civil Rights Laws?" *PD&R Edge,* n.d.: https://www.huduser.gov/portal/pdredge/pdr_edge_featd_article_071213.html
[2] Satoko Ueba-Nguyen, "Third Age Basics" n.d.: https://thirdagecommunity.weebly.com/basics.html
[3] NYC Housing Preservation and Development, Senior Housing, n.d.: https://www1.nyc.gov/site/hpd/developers/senior-housing.page
[4] Interboro, "NORCs in NYC," *Urban Omnibus,* March 17, 2010: https://urbanomnibus.net/2010/03/norcs-in-nyc/

Our studio will participate in the **Interschool Housing Studio: Toward a Shared Pedagogy,** a series of seminars and exchanges with housing studios in other local architecture schools, offering students the opportunity to share research and learn from one another. There will be a kick-off event on **Tuesday, February 5 from 1-9pm** at Parsons School of Design that all students are strongly encouraged to attend. Additional events will be scheduled over the semester.

Students will work alone or in teams of 2 on the design project. Research and analysis tasks will be conducted in larger groups.

RESEARCH
This studio is the third in the "Studio for Designing Suburban Futures" series of Advanced Studios. The first was ParkingPLUS (Fall 2015), which proposed parking solutions and other programs at select Long Island Rail Road Stations. The second, RapidTYPING (Spring 2018), explored the retrofit of nearby vacant Sears sites with high density assemblages of small buildings—duplexes, fourplexes, vertical stack houses—through the design lens of typo-morphology.

This third iteration of the studio is squarely focused on housing. The housing and supportive programs will be designed for older adults who may desire to downsize from larger, family apartments and houses nearby to increase life satisfaction and health. Our designs will explore mass timber material systems and soft, green infrastructure and landscapes. We will seek to navigate the middle-scale, mid-rise territory between 14-story concrete and brick co-op towers and a one-story shopping mall surrounded with impervious parking lots. The site is in Rochdale Village, a massive 1963 co-op neighborhood with a fascinating history, which we will study.

Research activities in the studio will include the following topics, which we will investigate alongside the conceptual and schematic phases of design:

Week 1-2 **Housing 101: Precedents**
- Precedent exercise; share & discuss at Interschool Housing Studio kick-off event at Parsons, 02/05
- Conduct interview(s) with one or more older people that you know. What are their housing needs and desires, now and in the future? Are they being met? What gives them joy and satisfaction in their dwellings? In their communities? What is frustrating, and they wish could be changed?

Week 3-4 **Program: Unpacking "Senior Living" Models**
- Studio visit to Perkins Eastman Senior Living group, 02/11. Perkins Eastman is the leading U.S. architecture firm in senior living design. A visit to Curtis + Ginsberg is also in the works.
- Working in groups, review references and prepare documentation about senior living types and currently-available options. Where are the most exciting opportunities for design innovation?
- One particularly exciting innovation is the "household" type, wherein 8-12 adults live together, with services and support, in a large shared dwelling as an alternative to the dreaded nursing home. The model has been largely conceived for a low-density suburban setting. How might it be adapted to a higher density condition? For Third Age adults?
- Design a custom variation on the "household" type.
- Visit and document the site.

Week 5-6 **Construction: Mass Timber**
- Visit one or more mass timber sites (in coordination with Wines studio).
- Working in groups, study mass timber as construction material and structural system.
- Analysis of the site and context.
- Singly or in pairs, develop a conceptual building design, using the given program ("unpacked") and applying new knowledge of mass timber.

Week 7-8 **Retrofit Site Plan + Conceptual Building Design**
- Develop a conceptual site design/master plan, applying ideas for retrofitting the shopping mall and parking lots.

The remainder of the semester after the mid-review will focus on developing your designs towards a fully realized and visualized final project.

PROGRAM

Center for Healthy Living Program (Site Master Plan – in existing mall building(s) or in new construction)

- Approximately 15,000 gsf of any combination of the following:
- Adult Day Health Care (ADHC) – a place for residents of the surrounding community, typically with some form of dementia, to come during the day for activities, therapeutic and health services
- Fitness/Wellness Center: yoga, pool, contemplative space, spa
- Distance or extended learning site for a local university
- Restaurant
- Tech Center/Maker Space
- Clinic or other Health Services

Residential: Independent Living (Site Master Plan – new construction)

- Approximately 45,000 gsf (40 units – mix of 1-bdrm @ 650 nsf and 2-bdrm @ 850 nsf, common spaces)

Residential: Small "Households" Shared Supportive Living (new construction – develop to detail level)

- Total building size approximately 45,800 gsf (9,000 dgsf neighborhoods, 4 each = 36,000 dgsf + 3,200 dgsf shared common and support = 38,200 dgsf + 0.2 net to gross factor = 45,800 gsf total)
- 40 residents total – 4 "households," each with 10 residents (each household approximately 9,000 dgsf (6,615 nsf at approx. 0.37 net to gross factor)

"Households":

Consist of 10 resident units, common and support spaces (2,615 nsf total common and support space)

- Living Room (300 nsf)
- Kitchen and pantry (340 nsf)
- Dining (660 nsf)
- Lounge or library (250 nsf)
- Staff office/workroom (240 nsf)
- Support rooms (2 @ 150 nsf)
- Storage room (2 @ 80 nsf)
- Soiled and clean Linen (2 @ 60)
- Restroom (50 nsf)
- Entry foyer (100 nsf)
- Housekeeping (95 nsf)

Individual resident units (10 at 400 nsf each – 4,000 nsf total)

- Private, queen bed
- Bathroom with shower
- Storage
- Space for tv, chair, and bedside table, small kitchenette

Shared space for all four "households": 3,200 dgsf

(2,150 nsf total at 0.5 net to gross)

Other common spaces (900 nsf total):

- Lounge for family and visitors (200 nsf)
- Large gathering space (700 nsf)

Centralized staff space (350 nsf total)

- Office (150 nsf)
- Staff lounge (200 nsf)

Support space (900 nsf total)

- Storage (200 nsf)
- Support rooms (2 @ 150 nsf)
- Linen/Laundry (2 @ 200 nsf)

Site

- A variety of types and scales of outdoor space, including walking paths and gardening plots

Project total: 105,800 gsf

SITE Rochdale Village, Jamaica, Queens: Retrofit of Shopping Mall

When Rochdale Village, a 5,860-unit co-op community, opened in 1963 on the site of the former Jamaica Racetrack in Queens, it was the largest project ever of its kind. Designed by architect Herman Jessor, constructed by the United Housing Foundation (UHF), and financed through the innovative New York State Mitchell-Lama program for moderate income housing, Rochdale Village became famous as an experiment in racially integrated living. The nearest transit is the Locust Manor stop on the Long Beach and Far Rockaway branches of the LIRR.

Besides 20 14-story apartment towers, the 120-acre campus includes a community center, several public schools, a branch library, recreation fields, an urban farm, a power plant, and two shopping malls. Our site is Mall #2.

Overall view of Rochdale Village; LIRR station Locust Manor. https://goo.gl/maps/hSZTTwhbgCT2

Zoom in to Rochdale Village Shopping Mall #2; adjacent uses are PS 80 Thurgood Marshall Magnet School and Queens Library at Rochdale Village. https://www.rochdalevillage.com/mall2/listing

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Additional references and resources will be provided

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On Retrofitting Suburbia

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Rochdale Village Malls. Photos: David Schalliol

WEEKLY SCHEDULE
Note: schedule below is preliminary and subject to revision through the duration of the semester.

W1	**INTRODUCTION: HOUSING 101**
Mon 01.28	First day of class (Lottery and general presentation) Begin precedent discussion and research
Thu 01.31	Studio
Fri 02.01	Portfolios DUE: M.Arch I and M.Arch II students
W2	
Mon 02.04	Studio
Tue 02.05	**1-9pm. NYC INTERSCHOOL HOUSING: KICK-OFF EVENT, Parsons School of Design** *1-5pm: student-led session with Keynote by Joel Towers;* *5-6pm pizza;* *6-9pm faculty-led session with Keynote by Karen Kubey*
Thu 02.07	PIN UP OF HOUSING 101 RESEARCH + PRECEDENTS
W3	**PROGRAM RESEARCH: UNPACKING "SENIOR HOUSING" MODELS**
Mon 02.11	Studio + studio visit @ 5pm to **Perkins Eastman Architects**, 115 5th Ave @ 19th St.
Thu 02.14	Studio **6:30pm. Lecture: Nandini Bagchee**
Fri 02.15	Portfolios DUE: B.Arch 4th year students
W4	
Mon 02.18	College Closed / Presidents Day
Thu 02.21	PIN UP OF PROTOTYPE "HOUSEHOLD" DESIGNS
W5	**CONSTRUCTION RESEARCH: MASS TIMBER**
Mon 02.25	Studio
Thu 02.28	Studio **6:30pm. Lecture: Olalekan Jeyifous**
W6	
Mon 03.04	Studio
Thu 03.07	PIN UP OF SITE ANALYSIS + SITE PLAN + STRUCTURAL SCHEMATICS **6:30pm. Lecture: Walter Hood**
W7	
Mon 03.11	**RETROFIT SITE PLAN + CONCEPTUAL BUILDING DESIGN**
Thu 03.14	Studio **6:30pm. Lecture: Byron Merritt**
W8	
Mon 03.18	PIN UP OF CONCEPTUAL DESIGN (SITE/MASTER PLAN + BUILDING SCALE)
Thu 03.21	Studio **6:30pm. Lecture: Ferda Kolatan**
W9	
Mon 03.25	**MID-REVIEW + BEGIN DESIGN DEVELOPMENT**
Thu 03.28	Remote desk crits (ACSA Annual Meeting – JW away) **6:30pm. Lecture: Jennifer Newsom**
W10	
Mon 04.01	Remote desk crits (ACSA Annual Meeting – JW away)
Thu 04.04	PIN UP **6:30pm. Lecture: Monica Bertolino**

W11

Mon 04.08	Studio
Thu 04.11	Studio
	6:30pm. Lecture: Brian Goldstein

W12

Mon 04.15	Studio
Thu 04.18	PIN UP
04.19 - 04.28	S P R I N G R E C E S S

W13

Mon 04.29	Studio
Thu 05.02	Studio

W14

Mon 05.06	Studio

W15

TBD	**FINAL REVIEW**

W16

TBD	Final Studio Materials due for: SSA/CCNY Archive, "Super Jury," end of semester assessment, Graduation Show, etc. as directed

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

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.

Methods of Assessment:

- Attendance and participation in class discussions: 20%
- Project development in response to semester schedule: 50%
- Project presentation, completion and resolution: 30%

Note: The Research component of the studio will be weighed more heavily in assessment of graduate student work and class performance.

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 such tasks as: 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.
- **Attendance**: Consistent level of preparation and on-time presence for each studio class and scheduled evening lectures.
- **Portfolio**: Completion of portfolio as described below and attendance at all scheduled portfolio related events.

Portfolio
- All M.Arch I third year students and all M.Arch II students are required to submit a portfolio on February 1st, 2019. 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 B.Arch 4th year students are required to submit a hard copy portfolio on February 15th, 2019. Submit to the Architecture Program office (there will be a bin for your use).

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. 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.

Notes:
C is the lowest passing grade for M.Arch I and M.Arch II students. No D grades are given to graduate students. 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: https://www.ccny.cuny.edu/registrar/bulletins

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.

Probation & Dismissal: for program specific information related to grades, academic standing, probation and dismissal, please see your program academic advisors:
B.Arch: Amy Daniel adaniel@ccny.cuny.edu
M.Arch: Hannah Borgeson hborgeson@ccny.cuny.edu

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/.

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; more than four 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 Integrity:
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.

The CCNY Academic Integrity Policy: https://www.ccny.cuny.edu/about/integrity
For citations, the Chicago Manual of Style is recommended:
http://www.chicagomanualofstyle.org/tools_citationguide.html

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). https://www.ccny.cuny.edu/accessability

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: nsanchez@ccny.cuny.edu

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 from the 2014 NAAB Conditions 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.

CONTACT INFORMATION:

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