

Type of Course: Advanced Studio ARCH 51000 / 85101 / 92102, Sections EP / ET / EP
Class Meetings: M/TH: 2:00PM – 5:50PM
Instructor: Professor Jacob Alspector, RA, AIA, Distinguished Lecturer
Location: Spitzer 204
Semester/Year: Spring 2020

Course Description & Learning Objectives

Advanced Design Studio where students from 4th & 5th year B. Arch., 3rd year M. Arch I & M Arch II explore design together and address research areas determined by the 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.

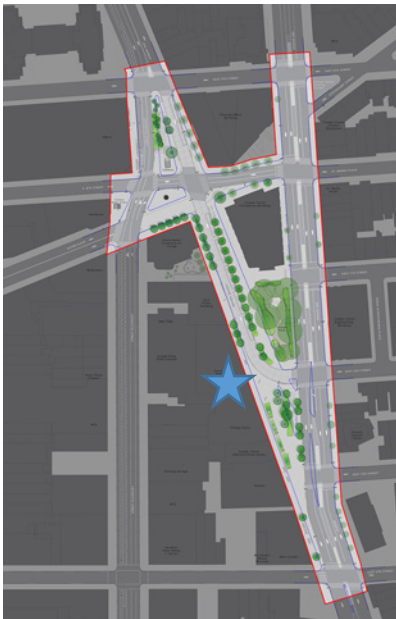
Civic Hall: A Palace Of, By and For the People: A Community Engagement Center on Cooper Square

Studio Vision

In this era of divisiveness, disruption and looming existential challenges what is sorely needed are safe public places to promote, in the words of sociologist/author Eric Klinenberg:

“social infrastructure that can help fight inequality, polarization and the decline of civic life”

This studio will seek to embody this vision through the creation of a vital civic place – a public community center for events, teaching and learning on historic Cooper Square where the diverse constituents of New York City can come together to engage in collaboration, research and innovation for the common good.



Existing Cooper Square Area Plan



Existing Cooper Square Birds-eye Perspective

Relevant Quotations

- *Thoreau's cabin retreat had: "Three chairs - One for solitude, two for friendship and three for society"*
- *Justice is what love looks like in public – Cornell West*
- *Libraries are the last safe, free, truly public space where people from all walks of life may encounter each other. Where else can anyone legitimately go and spend time without a commercial angle anymore? - Philipp Schmidt, director of the MIT Media Lab's Learning Initiative*
- *Just think of the tragedy of teaching children not to doubt. - Clarence Darrow, lawyer and author*
- *The space within becomes the reality of the building - Frank Lloyd Wright*



Cooper Square looking south (1903)



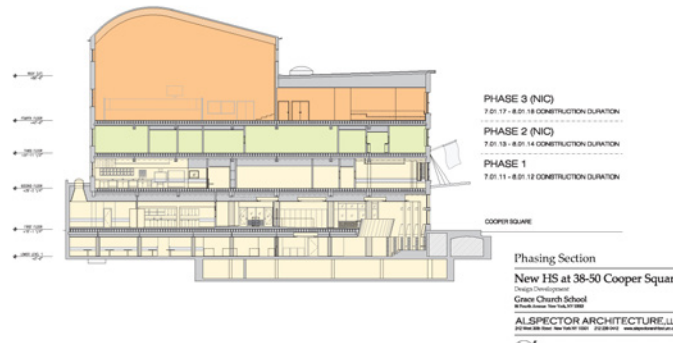
Cooper Square looking north (2010)



Cooper Square looking south (2010)



Site: Native American Crossroads



Existing Building Section



Existing Building Plan

Urban Context and Project Site

The Cooper Square area has been an important crossroads of the Manhattan and New York community dating back to precolonial times when the indigenous Native American peoples used the intersection of what subsequently became Fourth Avenue and Astor Place as an important civic space for meeting and exchange – a place they called *Kintecoying*.

The studio project's immediate site is adjoining this place: the existing building at 38-50 Cooper Square (inclusive of air rights and any areas below grade and adjoining under the public spaces and ways) which is currently leased to Grace Church High School. The success of the high school, opened in 2012, the increased gentrification of lower Manhattan and Brooklyn and the accompanying demand for private school education has forced the high school to expand, relocate and build larger quarters elsewhere. Civic Hall will renovate and expand the existing building to accommodate its new facility on, appropriately, historic Cooper Square, home of the Cooper Union. Peter Cooper's vision and mission of civic engagement, public access and serving the common good will be extended and enhanced.

Pre-Design Phase

Envisioning Research will include readings, seminar/discussions to refine a loose conceptual and programmatic framework to be individually developed in the subsequent design process.

Research, Analysis and Documentation of site, context and case studies will define the physical and typological.

Deliverables-Summary report of findings and design manual for next phases; base documents (models, drawings, core program, program options)

Design Phase

Initial Conceptual Syntheses of multiple design schemes including sustainable and site-specific approaches and multivalent programmatic variants will be encouraged to promote individualized responses.

Design Development including all aspects of furniture and finish.

Deliverables-TBD on an individual basis (minimum: orthographic plans, sections, elevations; axonometrics, perspectives, 3D models and renders; animations, physical models; project description of vision, goals, solutions)

Methodologies and Goals

Studio Methodology, Vision and Goals will include iterative and non-linear solutions through divergent/convergent design thinking utilizing hand drawing, physical modelling and digital techniques as appropriate.

-Students will be encouraged to bring to bear a richness of thought and imagination to develop new ways of defining community through collaborative action and atypical hybridity of program typologies.

-Guest critics and collaborative studio visitors will include a diverse range of stakeholders with real world insight and direct experience currently involved in the creation of a soon-to-be-built version of Civic Hall.

-Aesthetics - Students will be expected to develop a visceral, experiential architecture in support of the developed mission and vision - quantitatively and qualitatively. Accordingly, a high degree of resolution of architectural space, form and material will be a primary goal.

-Sustainability - Strategies of adaptive reuse, embedment in existing structures and sites, low carbon building systems and low energy infrastructures will be required especially in recognition of their critical role in the building of positive and responsible communities.

Assignment 1: Pre-Design – weeks 1-3 (5 sessions - 20% of grade)

Working groups to be formed for initial pre-design documentation, research and analysis (hand drawing & sketches, physical sketch and finished models, digital 2D & 3D drawings and models, photos, animations, videos, VR, etc.) within responsibility areas noted below:

- Group 1A: Urban Context: Site (terrain, adjoining buildings and uses, physical description, utilities, zoning, codes)
- Group 1B: Existing 38-50 Cooper Square Building Analysis and Documentation
- Group 1C: Community Demographic Analysis
- Group 1D: Physical and virtual base models

Assignment 2: Research and Analysis - weeks 4-7 (7 sessions - 30% of grade)

Working groups with different mix than for Assignment 1, to be formed with responsibilities (including cross-collaboration between groups) noted below:

- Group 2A: Community Centers as Institutions: a cultural medium and phenomenon for collaboration of ideas (architectural, artistic, socio-political)
 - History of public building typologies with larger idea of community assembly use programs and building formal typologies
 - Psycho-socio-political origins
 - Experiential aspects
- Group 2B: Precedent research and analysis of individual public civic places/spaces:

- (e.g.: ...community centers, digital learning center, senior centers, coffee shops and cafes, bars and pubs, restaurants, shopping centers, stores, malls, markets, hair salons, barber and beauty shops, recreation centers, YM/WCA, pools, movie theaters, theaters, recital halls, movie theaters, churches, schools, colleges and universities, clubs and organizations, libraries, art galleries, museums, parks and other places allowing for outdoor recreation, community garden/farm, hydroponic farming, vertical farming, streets, neighbors' yards, homes and apartments, and events like neighborhood parties, block parties, cookouts, barbecues, town meetings, bingo, and various media (online, newsletters, newspapers, phone, bulletin boards). etc., etc.)
- Group 2C: Readings Seminar Discussion Leaders
 - Weekly chapters in required readings led by student team with aid of bullet/talking points
- Group 2D: Development of Suggested Design Brief
 - Vision
 - Mission
 - Core space needs program (space types and rough quantities: e.g. Instructional / Educational / presentational / focal / meeting / etc.)
 - Sustainability strategies

Assignment 3: Integrated Design Process – weeks 8-15 (14 sessions - 50% of grade)

Individually realized projects:

- Design development
 - Iterative evaluation of multiple complex design options utilizing, modifying and expanding as
 - Historic, iconic, landmarks context (interior and exterior)
 - Urban design framework
 - Site/Landscape Design
- Synthesis and integration
 - Architectural, structural, spatial and temporal
 - Systems/environmental/sustainability design challenges and strategies

Methods and Means

- studio context for documentation, research, analysis and design
- group presentations – information, educational and discussion sessions
- seminars/readings on specific topics TBD
- involvement of current and former stakeholders/actors including:
 - design team members
 - client/owner administrators and staff
 - owner's representatives
 - consultants
- guests, field trips, lectures TBD

Bibliography:

Required Texts

- Eric Klinenberg – Palaces for the People
- Sherry Turkle – Reclaiming Conversation

Related Optional Texts

- Richard Sennett - Building and Dwelling
- Sarah Williams Goldhagen – Welcome to Your World
- Ray Oldenburg – The Great Good Place
- Nandini Bagchee – Counter Institution

Articles, videos, podcasts and other media TBD

WEEKLY SCHEDULE, M/TH 2:00-5:50 pm

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

W1

Mon 01.27 **LOTTERY in Rm 107 @ 2 pm**, Introductory studio meeting 204
Thu 01.30 Studio
5:00pm. Convocation, Aaron Davis Hall

W2

Mon 02.03 Studio/Field Trip to Site and other case studies TBD
Thu 02.06 Portfolios DUE: 4th year B.Arch students (by midnight, box in front of Rm 131)
Studio/Desk crits

W3

Mon 02.10 **Assignment 1 Due: Pin-up and Reports Due**
Thu 02.13 Studio/Readings seminar discussion/desk crits/informal pin-ups
5:30pm. Lecture: Lucretia Montemayor

W4

Mon 02.17 College Closed / Presidents Day
Thu 02.20 Studio/Readings seminar discussion/desk crits/informal pin-ups
5:30pm. Lecture: V. Mitch McEwen

W5

Mon 02.24 Studio/Readings seminar discussion/desk crits/informal pin-ups
Thu 02.27 Studio/Readings seminar discussion/desk crits/informal pin-ups
5:30pm. Lecture: Carlo Bailey

W6

Mon 03.02 **Mid-term Pin-up and Reports due**
Thu 03.05 Studio/Begin Design Phase/individual design/desk crits
5:30pm. Lecture: Sumayya Vally + Sarah de Villiers of Counterspace

W7

Mon 03.09 Studio/individual design/desk crits
Thu 03.12 Studio/individual design/desk crits
5:30pm. Lecture: DK Osseo-Asare

W8

Mon 03.16 Studio/individual design/desk crits
Thu 03.19 Studio/individual design/desk crits
5:30pm. Lecture: Virginia Hanusik

W9

Mon 03.23 **Pin-up-concept design due (3 schemes)**
5:30pm. Lecture: Christian Benimana
Thu 03.26 Studio/individual design/desk crits
5:30pm. Lecture: Vincent Boudreau and Lesley Lokko

W10

Mon 03.30 Studio/individual design/desk crits
Thu 04.02 Studio/individual design/desk crits
6:00pm. Migrant Urbanisms Panel Discussion

W11

Mon 04.06 **Pre-Break Pin-up**
5:30pm. Panel: Kelly Bair + guests

04.08 - 04.16 SPRING RECESS

W12

Mon 04.20
Thu 04.23

Studio/individual design/desk crits
**ADVANCED STUDIO SHARING in Rm 107, 1:30-3pm; Studio
5:30pm. Lecture: Alessandra Cianchetta**

W13

Mon 04.27
Thu 04.30

Pre-final pin-up
Studio/individual design/desk crits
5:30pm. Lecture: Mae-ling Lokko

W14

Mon 05.04
Thu 05.07

Studio/individual design/desk crits
Studio/individual design/desk crits
5:30pm. Lecture: Hanif Kara + Simon Alfred

W15

Mon 05.11
Wed 05.13
Thu 05.14
Fri 05.15

FINAL REVIEWS
FINAL REVIEWS
Super Jury
Studio Clean-up Day

W16

TBD

Final Class Meeting, PORTFOLIOS DUE, Exit interviews
Studio Materials due for: SSA/CCNY Archive, Summer Show, etc. as directed by
instructor

(SYLABUS CONTINUED ON NEXT PAGE)

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 directed by coordinator and attendance at all scheduled portfolio related events.

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.S. Arch students. D is the lowest passing grade for B.Arch students. No C- or D grades may be 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: Michael Miller mmiller@ccny.cuny.edu

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/>.

Clean and Respectful Studio Management:

Students are expected to keep their studio and workstations clean and to display work so as to foster a free and positive learning environment and to facilitate the exchange of ideas.

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 although the use of headphones during class is very strongly discouraged as discussions and interactions between students and instructors are important and are encouraged. Conversations must also be kept to a reasonable volume to respect classmates and those students in adjacent studios.

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.

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 as serious an instance of academic dishonesty in this 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

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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