Type of Course:	**Advanced Studio ARCH 51000**
Class Meetings:	**M/TH 2:00-5:50 pm**
Instructor:	**Professor: Julio Salcedo-Fernandez**
Office Hours:	**TH 6-7:50 pm, via Zoom**
Location:	**Online via Zoom**
Semester/Year	**Fall 2020**

SHARED INNOVATIONS IN THE UNDERSERVED CITY

STUDIO OVERVIEW

Planning and designing health, social and mobility infrastructural nodes as second growth models in underserved communities in Buenos Aires through urban anthropology.

This studio is a coordinated effort along Urban Development Office of City of Buenos Aires, the Department of Architecture at the University of Illinois, and its visiting professor former director of Harvard's MAUD Rodolfo Machado.
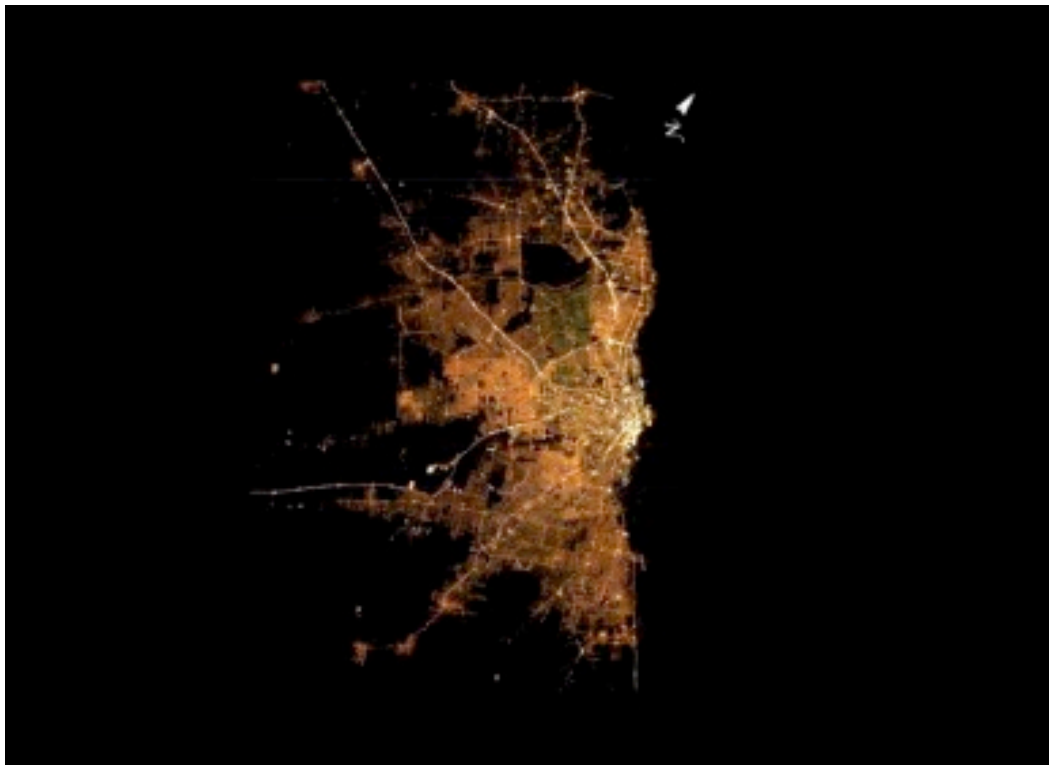
RESEARCH

Beyond participation:
As the global underserved migrate to rapidly growing cities in search of social and economic opportunities, they find unacceptable dwelling conditions paired with a lack services and mobility at the

urban level. The cities that have the willingness to ameliorate these predicaments face huge challenges: how do you engage communities in ways that productive and synergetic? Beyond a "participatory model", Buenos Aires is defining a new shared model to identify needs and bring services and infrastructure in ways that are both defined and sanctioned by local communities with their full engagement.

Scales of Intervention:
In addition to the question of community engagement is the question of the scale of the interventions. If we look at cities that have recently grown organically unplanned, e.g. Caracas and Medellin, there are distributive models and light infrastructure second growth models that have partially succeeded in ameliorating the lacking conditions of the underserved without the by-product of displacing communities. In contrast, when we look at the new planned cities of China, we observe other set of social and urban challenges that come with an extreme efficiency in the provision of social and mobility services to immigrant populations. The question of efficiency is a complex one as it often renders questions of agency and community aside. Nonetheless, if global cities are to prosper and compete, the question of an efficient and just distribution of services to its underserved populations and the multiplier effects to the wellbeing of the city are most critical. Buenos Aires would like to test how efficiently it may provide new-networked nodes of services in a middle ground between highly distributive and centralized models while gaining the most support from the underserved communities they are meant to serve.

The studio will delve into a broad inquiry providing working methodologies to intertwine design and community inputs towards the design of health, social and mobility infrastructural node as second growth models in underserved communities in Buenos Aires.

Background:
Rapid global urbanization has augmented historical trends of the range and scope of planned and non-planned growth of cities. Among the key issues on the rapid growth of cities are questions of equity and belonging: What is the distribution of resources to the new areas? What is the cohesiveness and connectivity of an extended urban form?
The nature and causes for planned and unplanned urban growth are wide-ranging, e.g. the political and ownership structures, the nature and resources of immigrants and so forth.   Neither growth model inherently channels more equity or connectivity. Nonetheless, studies comparing how planned and unplanned urbanism function in terms of providing services and connectivity vis a vis the economics of the efficiency of this deployment, are being looked anew by cities that are both attempting to provide services to the underserved and that are overrun by the costs of less than efficient urban management models. Nonetheless, all questions of efficiency are nullified if the targeted underserved communities are not deeply engaged in the processes of both identifying their needs and potential outcomes.

On community engagement:
Even with local support and expertise, a one semester online studio is hopelessly prepared to understand and engage the many communities and agents in the proposed area of study. Our goal is to become familiar with some successful models of engagement, to understand the range of issues that would arise from such a project and to humbly propose iterative feedback and beyond -participatory models of design. Buenos Aires has for the last decade radically transformed how it engages its population and communities. The new model broadly defined under an urban anthropology methodology – a field of study and practice encompassing individual and collective actions and behavior in cities. Urban Anthropology engages communities prior to projects to identify key concerns and venues for collaboration. Buenos Aires has now established thorough protocols of urban collaboration that extend from the early definition phases that established needs to post implementation assessments. Of the several projects Buenos Aires has recently completed, we will examine a recent project of similar location and scope. Through a well-crafted process centered on urban anthropology -

the "White Elephant" – the demolition of a governmental building and subsequent construction of community and social services – was a extensively documented collaborative process that provided many lessons along the way. The studio will review the process and some key readings surrounding it to further contribute to our goal to provide design and planning agencies to the community.


PROGRAM

Planning and designing health, social and mobility infrastructural nodes as second growth models in underserved communities in Buenos Aires through urban anthropology. The nodes will be further defined but they encompass:

-Mobility Infrastructure:
      -Stations to light train and /or dedicated bus lines
      -Parking

-Civic Infrastructure:
      -Municipal Offices for Citizenry Interface
      -Municipal law enforcement
      -Civil Court

-Commercial Programs.

-Potential Institutional program

SITE
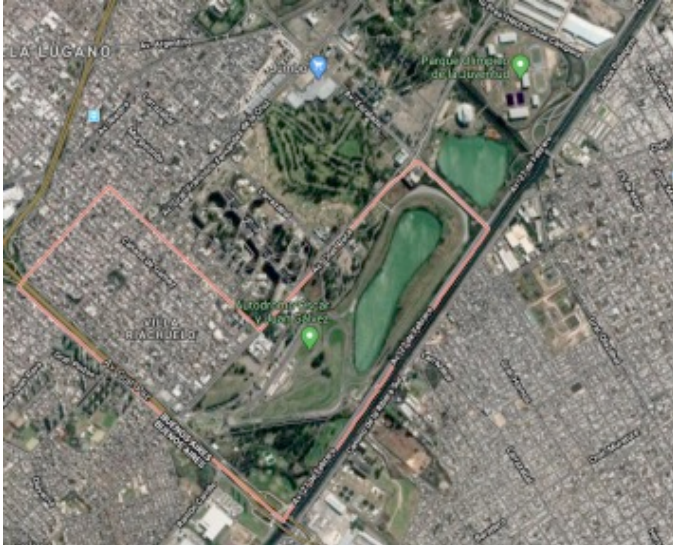
The studio will focus on one or two nodes of the six currently being proposed by the city of Buenos Aires. The nodes are:
- A.   Saavedra Neighborhood
- B.   Villa Devoto Neighborhood
- C.   Liniers Neighborhood
- D.   Villa Lugano Neighborhood
- E.   Vila Riachuelo Neighborhood
- F.   Villa Barracas y La Boca Neighborhoods

READINGS

BIBLIOGRAPHY

REFERENCES

WEEKLY SCHEDULE, M/TH 2:00-5:50 pm
Note: schedule below is subject to revision through the duration of the semester.

W1
Th   08.27   **LOTTERY via ZOOM @ 2:00pm, followed by first studio meeting**
                   Convocation @ 5:30pm
W2
Mon 08.31   Studio
                   Sciame Global Spotlight Lecture: Gerardo Caballero; Argentina @ 5:30pm
Th   09.03   Studio

W3
Mon 09.07   College Closed (Labor Day), no class
Th   09.10   Studio

W4
Mon 09.14   Studio
                   Sciame Global Spotlight Lecture: Teresa Moller; Chile @ 5:30pm
Th   09.17   Studio

W5
Mon 09.21   Studio
                   Sciame Global Spotlight Lecture: Gloria Cabral; Paraguay @ 5:30pm
Th   09.24   Studio

W6
Tu   09.29   *MONDAY SCHEDULE;* Studio
Th   10.01   Studio

W7
Mon 10.05   Studio
                   Sciame Global Spotlight Lecture: Luis Callejas; Colombia @ 5:30pm
Th   10.08   Studio

W8
Mon 10.12   College Closed (Columbus/Indigenous Peoples' Day); no class
Wed 10.14   *MONDAY SCHEDULE;* Studio
Th   10.15   Studio

W8
Mon 10.19   Studio
                   Sciame Global Spotlight Lecture: Alexia Leon; Peru @ 5:30pm
Th   10.22   Studio; mid-semester assessments

W9
Mon 10.26   Studio
Th   10.29   Studio

W10
Mon 11.02   Studio
Th   11.05   Studio
Fri   11.06   Withdrawal period ends

W11
Mon 11.09   Studio
                   Sciame Global Spotlight Lecture: Paulo Tavares; Brazil @ 5:30pm
Th   11.12   **ADVANCED STUDIO SHARING via Zoom, @ 2:00-3:30pm**; Studio

W12
Mon   11.16   Studio
                     Sciame Global Spotlight Lecture: Jeannette Plaut; Chile @ 5:30pm
Th   11.19   Studio

W13
Mon   11.23   Studio
                     Sciame Global Spotlight Lecture: Patricia Llosa Bueno; Peru @ 5:30pm
Th   11.26   College Closed (Thanksgiving); no class

W14-15
Mon   11.30   Studio
                     Sciame Global Spotlight Lecture: Diego Arralgada; Argentina @ 5:30pm

REVIEWS
Mon   12.07   Advanced Studio reviews, session 1
Wed   12.09   Advanced Studio reviews, session 2
Th   12.10   End of Semester Assessment (faculty only)

FINALS WEEK
Mon   12.14   Final Meeting, Exit interviews
Th   12.17   Student Portfolios due for: SSA/CCNY Archive, etc. as directed by instructor

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:
Regular office hours are scheduled (2 hours per week). If a student needs to speak in private with a studio critic it is advised that they email in advance to request an office hours appointment. 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

Studio Culture (Teaching and Learning Culture):
Working collaboratively and respectfully on studio assignments, often with others, 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.

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

Fabrication and Digital Media Support:
Consult the SSA Website's "Creative Spaces/Resources" for the latest guidance on access Fabrication and Digital Media/IT support during this period of remote learning:
Fabrication: https://ssa.ccny.cuny.edu/resources/creative-spaces/fabrication-shop/
Digital Media: https://ssa.ccny.cuny.edu/resources/creative-spaces/digital-media-labs-and-printing/

Library:
Not sure where to start your research? Explore the Library's Architecture Research Guide: https://library.ccny.cuny.edu/architecture
Still need help finding, choosing, or using resources? The Architecture Librarian is available to help. No question or task is too big or too small, and there are many ways to get assistance:
Architecture Library Chat Service: Connect with library staff M – F (10 am – 6 pm)
Drop-in Architecture Library Zoom: M W (12 pm – 2 pm) | T Th (2 pm – 4 pm)
Book a Research Appointment

Email: Nilda Sanchez-Rodriguez, Architecture Librarian: nsanchez@ccny.cuny.edu

Taida Sanchez, Library Coordinator: tsainvil@ccny.cuny.edu
Call: (212) 650-8766 or (212) 650-8767
Web: https://ssa.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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