Shifting Territories | Contested Grounds

Does Architecture need a *reset*? Reflecting on shifting paradigms and architecture's *new*/*no-normal* entanglements
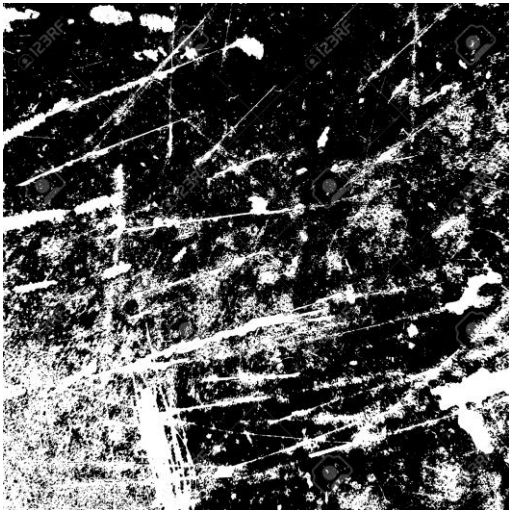
STUDIO OVERVIEW

The Studio premise this Spring is to explore **architecture as a *discursive* practice,** and its role in the production of space, culture and communities with a focus on addressing three challenges facing architecture in the 21st century: climate change, design in the posthuman society and social/spatial justice. We will be contemplating transformative pedagogies through Design Thinking (Aesthetics), Design Research, and Design Ethics.

Studio invites independent research/design propositions to be explored through an overall framework for examining architecture's discursive space and the role of research in design and production of space. The emerging theme(s) may respond to the Studio's provocation: in the face of shifting paradigms and architecture's *new/no-normal* entanglements**, Does Architecture need a *reset*?**

LEARNING OBJECTIVES & SUMMARY

This course fulfills the following:

Design - How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

History & Theory - How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Innovation - How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

STUDIO MANDATE (RESEARCH)

In response to the studio brief and **independent project proposal**/thesis, students will propose new hybrids that negotiate landscape, infrastructure and context, both physical and cultural.

The Studio will emphasize the need for research, adaptation, improvisation and innovation in developing architectonic concepts and strategies that challenge the norms and conventional modes of living and working, property and community. The Studio will focus on devising new imaginaries where the city (or context) as a shared resource would provide the stage for these reimagined dynamics of ownership (of **property/community/land**) that foster **wellbeing, resilience, care and equity**. From these perspectives, students will be asked to explore inter-scalar design strategies to generate architectures based on social/spatial interaction and exchange.

STUDIO STRUCTURE

The Studio is framed around four components:

- Research & Relate [**Empathize**]
- Constructing Narratives [**Ideate**]
- Sites and Situations [**Situate**]
- Intervention [**Iterate**]

The Studio will begin with research, data collection and analysis: students will explore ideas relative to their topics and proposals. During the research phase at the start of the semester, students will identify program elements and concurrently develop site/context scenarios based on their research, analysis and documentation towards a unique conceptual thesis/spatial construct. From there on, they will develop a comprehensive understanding of their provocation(s) formulating their understanding and basis for further investigations/iterations through design thinking and form-making at various scales. Within these parameters, students will further investigate culturally relevant, environmentally sustainable, however, critically complex concepts that test their provocations/premise.

Students will work through a series of exercises and assignments individually, and for some research topics, in teams. Subsequently, they will conduct and apply their findings to selected situations, timelines and scales, and define programs to subsequently propose an intervention that has a conceptual as well as spatial impact. The emphasis of the studio is on the production of meticulously formulated concepts and propositions that engage critical inquiry of the studio premise with a distinct architectonic thesis, resulting in a spatial construct (ideally), and/or other theoretical formulations within the area of individual topic, study and position.

PROGRAM

Various.

SITES

The proposals will be tested at various potential sites, situations and contexts.

SCALES

We will explore these program components at least at three scales: Domestic (Private), Community (Collective) and City (Public) at potential sites for intervention (TBC):

READINGS / BIBLIOGRAPHY / REFERENCE [TENTATIVE]

Provisional list of references. Detailed list to follow in Studio Handouts/Assignments

- Henri Lefebvre, Production of Space, Wiley, Apr 8, 1992
- Editorial: form follows failure; Manon Mollard, Architectural Review, February, 2019
  https://www.architectural-review.com/essays/letters-from-the-editor/editorial-form-follows
  failure/10039550.article
- Simon Sadler, The Situationist City, MIT Press, 1999
- Debord Guy and the Situationist International -Texts and Documents, Tom McDonough, 2002
- Kenneth Frampton, Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth
  Century Architecture, MIT Press, 2001
- O. M. Ungers, Rem Koolhaas et al, The City in the City: Berlin: A Green Archipelago, Lars Muller, 2013; Florian
  Hertweck, Sebastien Marot (Editors)
- Juhani Pallasmaa, The Eyes of the Skin: Architecture and the Senses 3rd Edition, Wiley, 2012
- Juhani Pallasmaa, Space, Place and Atmosphere. Emotion and Peripheral Perception in Architectural
  Experience
- Koolhaas, Rem, Delirious New York, Montacelli Press, 1978.
- Plunz, Richard, A History of Housing in New York City, Columbia University Press, 1990.
- 5 Innovative Materials In Architecture
  https://beebreeders.com/5-innovative-materials-in-architecture-construction
- Sascha Peters Diana Drewes, Materials in Progress Innovations for Designers and Architects, 2019 Birkhäuser
  Verlag GmbH, Basel
- Design in the age of pandemics

Design and Research
- Design Research in Architecture: An Overview, 1st Edition. By Murray Fraser; December 31, 2013
- Transitions: Concepts + Drawings + Buildings; 1st Edition. By Christine Hawley. November 30, 2018
- Binding Space: The Book as Spatial Practice, 1st Edition. By Marian Macken; May 23, 2018
- Marcel Duchamp and the Architecture of Desire, 1st Edition. By Penelope Haralambidou; Dec 24, 2013
- Architecture of Resistance: Cultivating Moments of Possibility within the Palestinian/Israeli Conflict
- 1st Edition. By Yara Sharif; June 20, 2017

Decarbonize | Design

https://www.woodworks.org/
https://info.thinkwood.com/clt-handbook

Online Resources

For Spitzer library inquiries please contact: Taida Sainvil (tsainvil@ccny.cuny.edu) or Nilda Sanchez-Rodriguez
(nsanchez@ccny.cuny.edu), especially regarding eBooks, articles, and other materials available to you and your
students in electronic formats.
Merlot: https://www.merlot.org/merlot/index.htm

More to come….

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

W1
Mon 01.31   **LOTTERY in Rm 107, followed by first studio meeting, including *Hour SSA* and development of Community Agreement**
Th   02.03   **Spitzer School Convocation @ 5:00pm – all students and faculty expected to attend**

W2
Mon 02.07   Studio
Th   02.10   Studio

W3
Mon 02.14   Studio
Th   02.17   Studio

W4
Mon 02.21   College Closed (Presidents' Day); no class
Th   02.24   Studio

W5
Mon 02.28   Studio
Th   03.03   Studio

W6
Mon 03.07   Studio
Th   03.10   Studio

W7
Mon 03.14   Studio
Th   03.17   Studio

W8
Mon 03.21   Studio
Th   03.24   **Mid-semester assessments & *Hour SSA***

W9
Mon 03.28   Studio
Th   03.31   Studio

W10
Mon 04.04   Studio
Th   04.07   Studio

W11
Mon 04.11   **ADVANCED STUDIO SHARING Room 107, @ 2:00-3:30pm**; Studio
Th   04.14   Studio

04.15-04.22   Spring Recess, no classes

W12
Mon 04.25   Studio
Th   04.28   Studio

W13
Mon 05.02   Studio
Th   05.05   Studio

W14
Mon 05.09   Studio

REVIEWS, week of May 11-17

Wed 11 May	Th 12 May	Fri 13 May	Mon 16 May	Tu 17 May
Advanced	**Core Studio 2**	**Advanced**	**Core Studio 6**	**Core Studio 4**
Haferd Dotan Sen Cunningham	Aydogan (coord)	Gebert Rojas Ciprian Brahmbhatt	Alspector (coord)	Wines (coord)

FINALS
Th   05.19   End of Semester Assessment (faculty only)
                         Studio Clean Up day (students & faculty)

Mon 05.23   Final Meeting, **Exit interviews**
                         Student Portfolios due for: Spitzer School Archive, etc. as directed by instructor

Fri   05.27   Final Grade Submission Deadline

TAKE NOTE: ALL personal effects in studios and student lockers to be entirely cleaned out for the summer by Friday May 27.

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 to be considered valid.

Community Agreement:
- During the first full studio meeting, the professor will make time for an *Hour SSA* session for a supportive open discussion among students.
- Studio members will work *together* to create a community agreement for interacting together over the semester. Definition: "A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting… so that we can do our best work." https://www.nationalequityproject.org/tools/developing-community-agreements
- *Hour SSA* will be repeated at the middle of the semester.

Methods of Assessment:
- Attendance and participation in class discussions and other activities: 10%
- Project development in response to semester schedule: 60%
- Project presentation, level of 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, in cases where graduate students are enrolled in the studio.

Key areas of Grading Assessment:
- **Studio performance & work habits:** Ability to respond to studio discourse & feedback in a consistent & clear manner throughout 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 final portfolio or collection of studio work as directed by instructor and/or 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 ambition and effort 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. Deadlines are missed. While presentations may be somewhat 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.

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 and/or work missed due to illness must be explained with a physician's note.

Notes:
D is the lowest passing grade for B. Arch students.
Working in teams does not guarantee the same grade for each team member; grades are based on a range of criteria for each individual 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:
Each studio faculty member schedules 30 regular office hours over the semester, as posted at the top of the syllabus. If a student needs to speak in private with a studio critic, they should ask or email in advance to request a specific 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:
Undergrad: Michael Miller mmiller@ccny.cuny.edu
                Amy Daniel adaniel@ccny.cuny.edu

Studio Culture:
Working collaboratively and respectfully on studio assignments, with and alongside others, is an expectation in studio. Studio culture is an important part of an architectural education, and it extends to expectations for Faculty and the School's Administration as well. 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 discussions.

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.

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). For further information, go to http://www.ccny.cuny.edu/accessability/ or email disabilityservices@ccny.cuny.edu

Health And Wellness Support:
City College's Office of Health and Wellness Services offers free and confidential counseling. Contact: Health and Wellness Services, Marshak Science Building, room J-15: counseling@ccny.cuny.edu.
Gender Based Violence Resources

City College has resources to support you if you have experienced sexual violence, intimate partner/domestic violence, gender-based discrimination, harassment or stalking. For confidential support, you can contact the Student Psychological Counselor: Confidential Advocate at (212) 650-8905 or the Gender Resources Program at (212) 650-8222. If you would like to report sexual misconduct, you can contact the Chief Diversity Officer and Title IX Coordinator, Diana Cuozzo, at 212-650- 7330 or dcuozzo@ccny.cuny.edu. If there is an emergency on campus, you can call Public Safety at 212-650-777 and off campus call 911. Https://www.ccny.cuny.edu/affirmativeaction

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-Rodriguez: 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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Zoom Meeting Link [https://ccny.zoom.us/j/83134196968]