

UNIT 26: CRAFTING NEW PUBLIC IMAGINATIONS

Type of Course: Graduate Design Unit 26

Class Meetings: M 2:00PM – 5:50PM, Online Th 2:00PM – 5:50PM

M 9:30AM - 12:20PM Zoom Appointments <https://ccny.zoom.us/j/89206940446>

Instructors: Julio Salcedo, Marcus Wilford

In collaboration with J Max Bond Center: Shawn Rickenbacker

Semester/Year: Fall 2022

Unit Faculty Office Hours:

Th 11:00AM - 2:00PM Zoom By Appointment Only

Unit Leaders: J.Salcedo, M. Wilford

Unit Collaborator: Christopher Walters - ANHD, Vineet Diwadkar, Vincent Lee. Please see other participants on syllabus



“To be modern is to find ourselves in an environment that promises us adventure, power, joy, growth, transformation of ourselves and the world -- and, at the same time, that threatens to destroy everything we have, everything we know, everything we are.” Berman M.

Crafting New Public Imaginations - New Models of Urban Governance and Non-hierarchical Systems

Unit 26 will operate under a process of design freely constituted by new governances that question the social and environmental injustices of current authority. The unit will implement an architecture of participation seeking to reinterpret the agency and overlaps of systems and networks, where an information rich and technologically deep methodology will reposition the role of the designer as a “tester of hypotheses”. We will deploy critical technology enabling new conceptual foundations and operations to further systemic anarchy: These include the critical or forensic analysis of data; digital platforms for retooling and imaging new networks, systems and hybrid relations; and novel opportunities for assessment of multiple performance and scenario planning. In all, ideas and forms of practices will be forged by critical imagination, forensic-type investigations and research, and the critical of new technologies of all entities involved in the urban and architectural operation. We aim, not solely to celebrate finished final objects, but to illustrate a permanent process of change and exchange, capable of soliciting new policies and new spatial constructs that meet the needs of a diversity of users.

We will interrogate the current state of design to ascertain a better understanding of its role as a complicit agent of the bureaucracy, and thereby ineffective in achieving neither equity, sustainability, nor a more just society. Our goal is to explicitly craft new public imaginations of urbanism, architecture and spatial equity across a wide range of spatial imperatives. As a point of departure, we will fully embrace the concept introduced by Buckminster Fuller of the “comprehensive designer” in which he/she/it “is an emerging synthesis of artist, inventor, mechanic, objective economist and evolutionary strategist.” To this list we imagine including; agitator, analyst, activist, amongst others. The Unit’s research, work and deliverables will address real world research addressing old and new paradigms of urban data, architectural and urban design, urban policy, equity and spatial justice, forensic and

strategic design and perhaps most importantly, actionable speculation. In particular, as the year progresses and with the help of such collaborators as ANHD - Association for Neighborhood and Housing Development - and the University of Miami Architecture and Urban Design Programs, we will turn our sights and imagination to blighted industrial urban zones in NYC and Miami.

Crafting New Public Imaginations of Design



It's very important that we keep our imagination, which is our capacity to open the future, awake at a time at which the urge to collapse into the fetal position is high." **Timothy Morton**

As cities and communities continue the march toward their respective futures, much has changed, however even more appears to have stayed the same. Amidst enormous physical change and despite the prevalence of well documented very real-world intractable problems such as structural inequality, racism and xenophobia, climate change and health,

we are still in search of examples of sizable systemic change. The reasons are varied; however, one could conclude that the lack of progress is due in part to a culture of paralysis - an inability to effectively process information and act accordingly. True systemic change reflects a multi-actor, multi-agent process of in-depth observation, acknowledgement and analysis followed by new actions or procedures rendering old paradigms obsolete while providing new beneficial outcomes. Is our current culture of paralysis due to a lack of the imagination or worse, a lack of will to employ the imagination beyond what is already known?

Much of our collective paralysis to move beyond convention or what we know, can be attributed to public policies which not only shape our cities but also severely limit the basic tenets of a collective imagination and problem solving. Many of these policies such as city planning, and zoning laws struggle to adapt to either the new needs of society or the new contemporary contexts they govern.

The first half of the unit will employ a process of critical imagination, forensic analysis, and co-opting of technology as analytical tools and design methodologies, the unit will explore and document the phenomena of the culture of paralysis within the city's regulatory policies which govern its current state. This will include infrastructures, the ecological and environmental context, housing, commercial, land use etc. and as a result will consider urban design in general. Forensically, the unit will examine the city's legal documentation as well as other sources which will provide a dossier of how and why areas of the city have changed over time. Relying heavily on the use of urban data analysis and analytical drawing, we will attempt to uncover both productive and counterproductive regulations. The unit's explicit goal will be to uncover the seeds that may have very well, albeit unintentionally contributed to the very urban challenges they were initially designed to prevent, such as urban land speculation, housing cost and shortage crisis, and social and economic inequality. The second half of the unit will seek to expose any inconsistencies which lie within these policies using tools of data analysis and design synthesis. We will pursue information that is sometimes hidden and at other times in plain sight and actively employ them through strategic design to foster a new public imagination aimed at creating more sustainable and inclusive futures. Lastly, with the findings the unit will synthesize these findings into a creative project, either as an extensive report, policy

recommendations, design codes, or new urban typologies that not only demonstrate but through a series of negotiated tactics advances a more democratic and equitable urban, architectural and environmental production.

The unit's proposed outputs are the following, evidence-based reporting including text, data visualization, digital model animation, physical model documentation, depiction of alternative and/or incentivized policies, humanistic and environmental performance modeling, and qualitative and quantitative readings and projections of newly proposed design policies. The unit will undertake basic data analysis training as well as foster important collaborative consulting with data science and engineering researchers, stakeholders, policy makers, economists etc.

The chosen site for the unit is New York City which as a world leader is perhaps the most relevant testing ground for these ideas. At the unit's disposal will be NYC policy makers, the housing market industry, historic and transitioning communities, and leading experts on supply and demand economics. During the spring semester, the unit will look at urban zones in Miami along with the NYC sites.

Course Listing:

UD	M Arch 2nd year:	M Arch 3rd year:
UD 61001 Urban Design Studio I	73100 Arch.Studio 1.3 9 11	85101 Adv.Studio 6 8 Elective 3 3
UD 61004 Urban Ecologies I	61550 Elective 3 3	85200 Design Sem. 3 3

Modules fall semester

Urban processes of governance and change operate at multiple scales, timelines and are shaped by a multitude of agents and systems ranging in nature from socio-economic to environmental.

Design anarchy relies on identifying and generating relational self-organizing systems that will actuate effective change. In order to do so, firstly, through forensic architecture and research, we will identify the means by which key elements of governance and actuators

of stasis have engendered the current city. Secondly, in dismantling such operations, we will not only question authority but we will need to deploy non – hierarchical relational systems that address our pressing social and environmental justice mandates.

Module 1: New Governance - Systemic Anarchy

Part 1 / Weeks 1- 3 8.25 -9.12

Research: New Theories of Governance - Design Anarchy

Unit Leaders will use presentations and readings to prompt discussion and debate amongst students on the question of design authority. Students will invest in a forensic analysis of the current stasis and will postulate on an alternate futurability.

Overview

Is there a 'design authority'? What are new systems of governance is Anarchism? Can Anarchism be systematically designed?

Review and select from known institutions, organizations, agencies etc that claim design authority and critique their influence in the creation and or management of the built environment. Infer the original intent of their authority and describe the positive and negative externalities that manifest themselves in urban design/architecture. This can be Government, Professional Organizations, Organized Labor, Cooperatives, Private Sector Entities, Community Organizations, Nof-Profit Institutions.

Objective

Unit Leaders will use presentations and readings to prompt discussion and debate amongst students on the question of design authority. Students will invest in a forensic analysis of the current stasis and will postulate on an alternate futurability. The goal of

this module is for students to understand the power dynamics and influences that structure the built environment. Cities are not always built from the top down.

Main Deliverable - City Manual as Text

Part 2 Weeks 3- 5 9.12 - 9.29

Research: Identifying and Retooling systems.

The first question is how to devise a method to intervene in the complex urban mesh of entangled systems. We propose a matrix that contrasts a set of operative values. On the hand, we have preliminary identified a set of components that are generally spatial in nature. Equally, we have preliminary named a series of processes and concerns that directly affect the set of components that are spatial in nature.

We are presenting these groups in the table below. The relationship between the groups and the subjects of study could be one to one or one to many:

Organization of Studio per Group:	Theme to be explored by Group:
Ecologies and landscape architecture Infrastructure water and waste Infrastructure energy and communication Mobility infrastructure and streetscapes Social and commercial networks Density and clusters Urban Typologies	Political agency and governance Change / growth / limits Economic and financial Social and Environmental justice Micro and macro dynamics New technologies Health

Unit Leaders will prompt students to intervene in systems, to identify possible spatial systems and their external concerns and intrinsic actuators; to design anarchic systems and to begin defining potential relational governance among systems

Main Deliverable - City Manual as Spatialization

Module 2: In Situ – Contingencies, Externalities, Scenarios, Performance

Part 1 / Weeks 6- 8- 09.29 - 10.17

Research: Mapping human, non-human systems. Forensic Architecture highlighting social and environmental justice. The Geographical Information Systems vis a vis mining alternate data for spatial mappings.

Unit Leaders will prompt students to further techniques of spatially located analysis, to identify systems in a complex context, to speculate on the logics shaping such context.

Deliverable - Analysis and Readings of existing networks, systems and manuals

Part 2 / Weeks 8- 12- 10.17 - 11.14

Research: Deployment of Relational anarchic systems.

Unit Leaders will prompt students to and to deploy current and previous systems development in the midst of contingencies and to generate relational protocols in between deployed systems and between such systems and other contingencies and externalities.

Deliverable - Semi-autonomous city - non hierarchical proposal on the futurability

Part 3 Weeks 12- 15- 11.14 - 12.05

Research: Measuring performance, Embodying change, Scenario planning

Unit Leaders will prompt students to speculate on the necessity of assessment and change. In particular, the students will articulate scenarios encompassing multiple variables through some of the generative digital technology tools being explored.

Deliverable - Performance index, assessments and Scenario Planning

Modules

Module 1: Self Organized Systems?

[Overview](#)

Is there a 'design authority'? What is Anarchism? Can Anarchism be systematically designed?

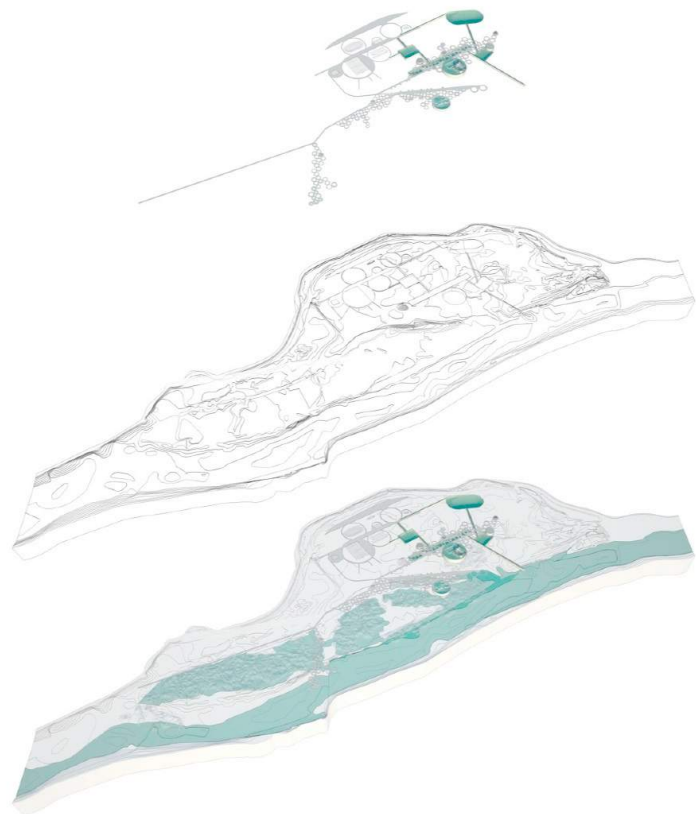
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Objective

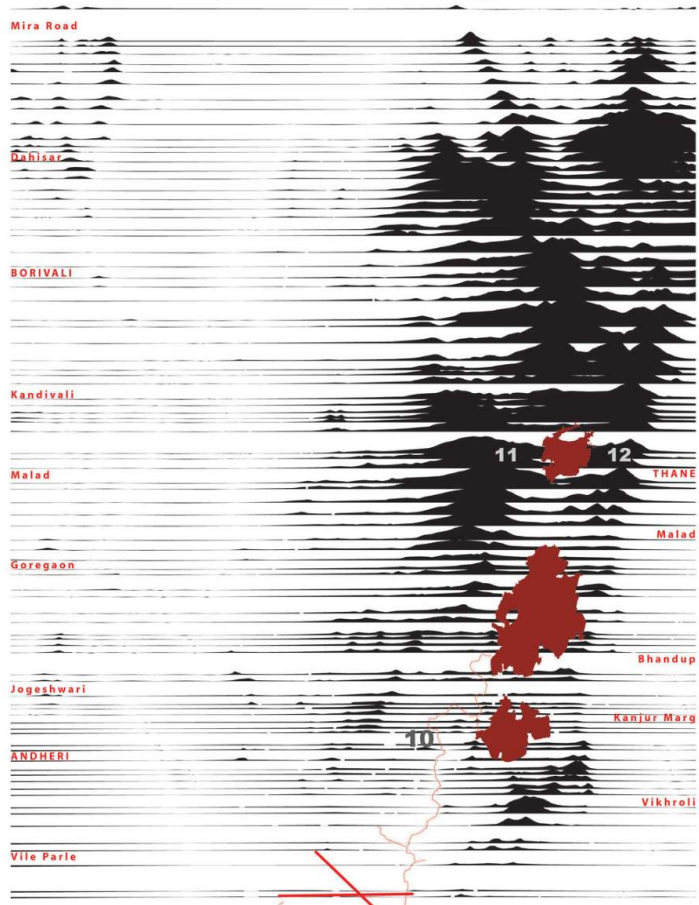
Unit Leaders will use presentations and readings to prompt discussion and debate amongst students on the question of design authority. Students will invest in a forensic analysis of the current stasis and will postulate on an alternate futurability. The goal of this module is for students to understand the power dynamics and influences that structure the built environment. Cities are not always built from the top down.

Catalog of Compelling Visualizations (Pick seven for this semester)

1. The exploded axon



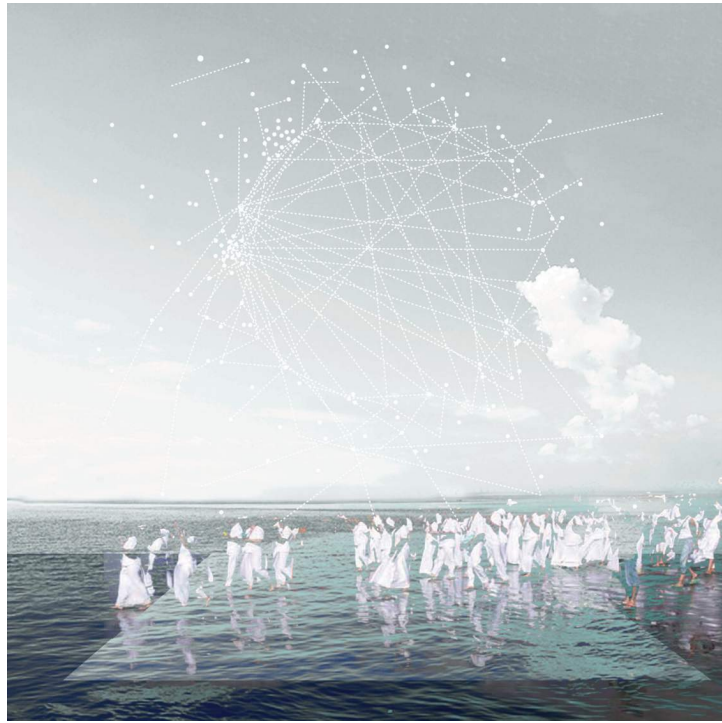
2. The declarative map



3. The 3D Map



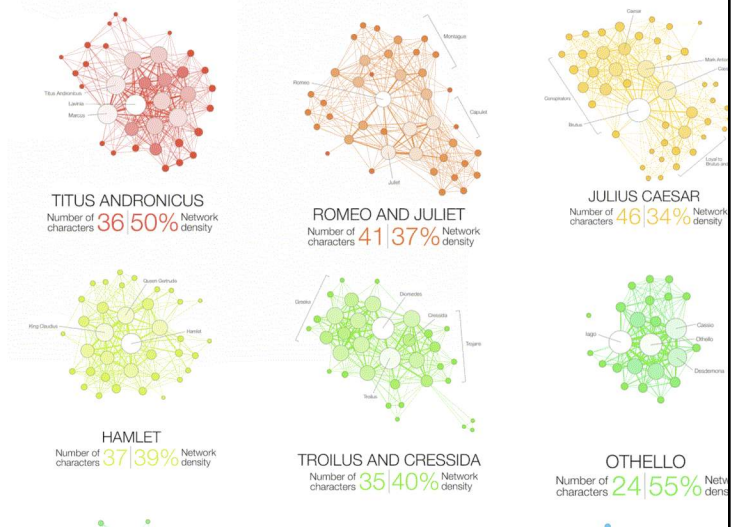
4. The cartographic collage



5. The data driven diagram

SHAKESPEAREAN TRAGEDY

(The 11 tragedies in chronological order)



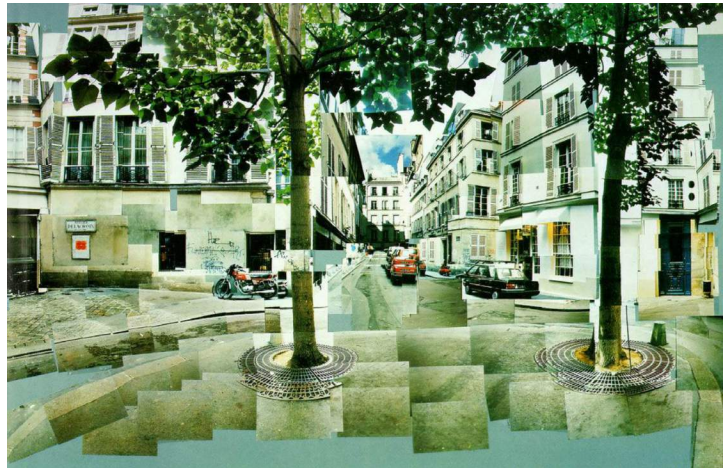
6. The impressionist perspective



7. The surgeons section



8. The Impressionist
Photographic Collage



9. The Hand Drawn Illustration



Week 1 - Lottery + Zoom



There will be an Extended Unit Presentation with introductions and an explanation of the Unit System. Students can inquire what to expect to get out of the course. The session will have an open discussion. We will discuss technology platforms and presentation methods.

Meeting Days

- Th Aug 25 2022: R LOTTERY @ 2pm. Studio unit kickoff will take place @ Aaron Davis Hall (across the lawn from Spitzer).

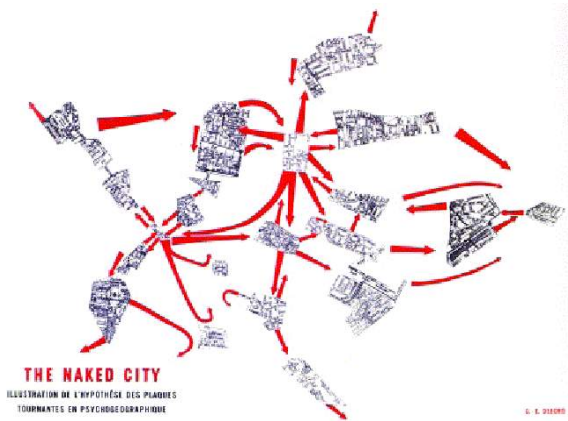
Readings Due

- Pick two essays from the [Anarchist Reader](#)
- [The Kind of Anarchism I Believe in and What's Wrong with Libertarians. Noam Chomsky 2013 Interview](#)

Further Readings:

- Reading /Listening Due:
A Brief Introduction to the History of America's ['The Color Of Law' Details How U.S. Housing Policies Created Segregation](#)
1968 AIA National Convention Keynote Andrew Young http://content.aia.org/sites/default/files/2018-04/WhitneyYoungJr_1968AIAContention_Full_Speech.pdf
- "State of the Profession: A Generational View" - Student Led Discussion

Week 2



Deliverable Due

Provide an argument for and or definition of ‘Design Anarchy’ in words and or images. The content of your argument/definition should provide a hypothesis for why design anarchy is a useful strategy for design.

Meeting Days

- Mon Aug 29, 2022: Remote Morning Seminars; First unit meeting, including Hour SSA and development of Community Agreement
- Th Sept 01, 2022: Remote - Studio
 - Presentation by Vineet Diwadkar.
 - Presentation by Vicent Lee
 - Workshop - Introduction to ArcGIS Pro and Mapping

Readings

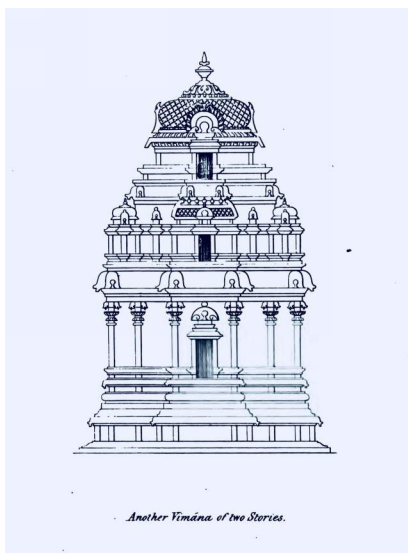
- “Chapter 22: The kind of problem a city is.” The Death and Life of Great American Cities, by Jane Jacobs, Jonathan Cape, 2020.
- [Keller Easterling, “Extrastatecraft”](#)
- Sorkin, Michael, Local Code: The Constitution of a City at 42 degrees Princeton Architectural Press

Further Readings:

- Alain Bertaud: Order without Design: How Markets Shape Cities, MIT Press, 2018 UD

- [Noam Chomsky Lecture 2013 and The Design Anarchist Bible by Laurel Seville](#)
- The Kind of Anarchism I Believe in and What's Wrong with Libertarians, Noam Chomsky 2013 Interview
<http://ouleft.org/wp-content/uploads/chomsky-anarchism.pdf>
- Giancarlo De Carlo: Architectures Public in Architecture and Participation
<https://static1.squarespace.com/static/5bc6b8e6809d8e0d66551bd4/t/5c02d81b0e2e72190269e8dc/1543690293064/Architecture%27s+Public+Cropped.pdf>
- Chaia Heller: Ecology and Desire (1999) / 176
<https://libcom.org/files/Anarchism.%20A%20Documentary%20History%20of%20Libertarian%20Ideas%20Volume%20Three.%20The%20New%20Anarchism.%201974-2012%20-%20Robert%20Graham.pdf>
- 1968 - 2025 The Question of Architectural Design Autonomy
- Emma Goldman Reading Walt Whitman: Aesthetics, Agitation, and the Anarchist Ideal in Texas Studies in Literature and Language, Volume 57, Number 1, Spring 2015, pp. 80-105
- Discussion:
 - Who/what are the design authorities that persist or that you recognize?
 - How effective is this presumed authority in achieving social and spatial equity?

Week 3



Deliverable Due

A revised version of the working hypothesis or subject of study. Hand drawn visual support for ideas (maps, diagrams, etc)

Meeting Days

- Mon Sept 05, 2022: College Closed
- Th Sept 08, 2022: Remote - Agency Round Table:
 - Carol Samol - Director NYC Bronx City Planning - 3pm
 - Michael Parkinson - Director of Community Planning - NYCHA - 4pm

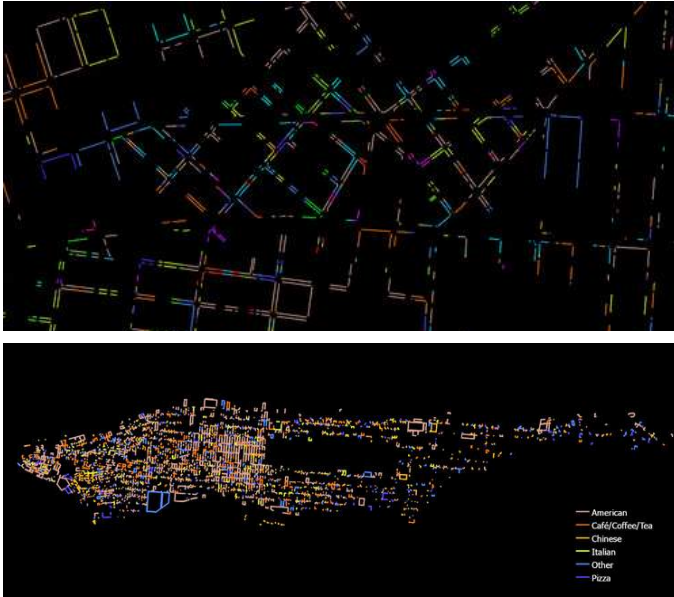
Readings

- ["Space as a keyword". Castree, Noel, and Derek Gregory, eds. David Harvey: a critical reader. John Wiley & Sons, 2008](#)
- [Introduction, Chapter 1-2. Scott, James C. Seeing like a state. Yale University Press, 2008.](#)
- Keller Easterling Medium Design Knowing how to work on the World.
<https://www.youtube.com/watch?v=x7RhIK9OIAE>

Further Readings:

- Marshall Berman: All That Is Solid Melts Into Air: The Experience of Modernity, Simon & Schuster, 1982, Penguin Books, 1988
- Richard Rothstein: *The Color of Law: A Forgotten History of How Our Government Segregated America*, Liveright, 2017 **UD**
- Richard Rothstein 8 Minute interview Q&A
<https://www.npr.org/2017/05/17/528822128/the-color-of-law-details-how-u-s-housing-policies-created-segregation>
- Alain Bertaud: *Order without Design: How Markets Shape Cities*, MIT Press, 2018 **UD**
- Chartier and Johnson: Markets *Not Capitalism: Individualist Anarchism Against Bosses, Inequality, Corporate Power, and Structural Poverty*, Minor Compositions Press, 2011
- Chaia Heller: *Ecology and Desire in New Anarchism: A Documentary History of Libertarian Ideas (1999) / 176*
- Max Blechman: *Toward an Anarchist Aesthetic in New Anarchism: A Documentary History of Libertarian Ideas (1994) / 239*

Week 4



Deliverable Due
A digital map or diagram
representing data. A short essay
describing the process and findings
of the map or diagram

Meeting Days

- Mon Sept 12, 2022: Studio
 - Workshop - Mapping quantities and qualities with ArcGIS
- Th Sept 15, 2022: Studio in Person: In studio workshop

Important References:

- [Prof. Robert Pietrusko's GSD Mapping Course](#)

Readings

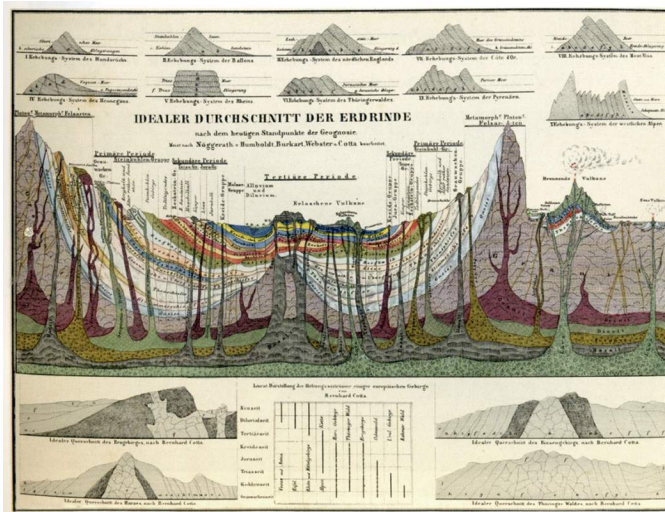
- [Chapter 2: The Venetian Discovery of Mainland Forest. Appuhn, Karl. *A forest on the sea: Environmental expertise in renaissance Venice*. JHU Press, 2009.](#)
- ["Chapter 10: The Agency of Mapping". Mappings \(ed. Denis Cosgrove\), Reaktion, London, pp. 213–252.](#)

- [Tarrido-Picart, Héctor. "Transforming the Street: A Map of How NYC Department of Transportation Is Changing the Big Apple's Streetscape - Part 1/3." *Vivacity*. Vivacity. 10 Sept. 2020.](#)
- [Anthropogenic transformation of the biomes, 1700 to 2000. EC Ellis, K Klein Goldewijk, S Siebert, D Lightman, N Ramankutty. *Global Ecology and Biogeography* 19 \(5\). 589-606](#)
- <https://www.nytimes.com/2018/10/25/magazine/bruno-latour-post-truth-philosopher-science.html>

Optional Readings:

- Max Blechman: Toward an Anarchist Aesthetic in New Anarchism: A Documentary History of Libertarian Ideas (1994) / 239
- Noam Chomsky: Human Nature and Human Freedom New Anarchism: A Documentary History of Libertarian Ideas (1975) / 169

Week 5 / 6



Deliverable Due

A cartographic collage showing early exploration of data discoveries, organizational structures and early spatial organizations. The cartographic collage should be trans-scalar and should consider representation of at least one network. A short essay describing the process and findings of the map or diagram

Meeting Days

- Mon Sept 19th, 2022: Studio

- Submit a 1,500 word short essay detailing the hypothesis or the problem statement you are trying to address. Include reference and citations.
- Presentation
 - Byron Stigge - Director at LEVEL Agency for Infrastructure
 - Irene Figueroa-Ortiz, Urban Designer DOT
- Th Sept 22, 2022: Studio
 - Presentation of cartographic collage that visually supports your 1,500 word short essay.
- Mon Sept 26th, 2022: No classes scheduled
- Thu Sept 29th, 2022: Studio Remote - Progress share.

Critical References:

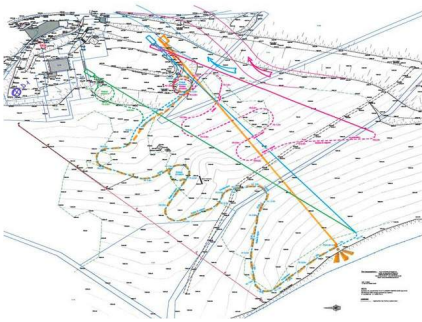
- [Visualizing MBTA Data](#)
- Topos Data Blogs
 - [Pizza Blog](#)
 - [Rethinking Distance](#)
 - [Next Wave of Future Coffee](#)

Readings

- Desimini, Jill, and Charles Waldheim. Cartographic Grounds: Projecting the Landscape Imaginary. , 2016. Print.
- ["Introduction", "Chapter 1-2", "Chapter 6-7". Lefebvre, Henri. Rhythmanalysis: Space, time and everyday life. A&C Black, 2004.](#)
- ["Chapter 1: Foundations". T., Forman Richard T. Urban Ecology: Science of Cities. Cambridge University Press, 2016.](#)
- [Leverage Points: Places to Intervene in a System, Donella, Meadows](#) (Assigned also for Module 2)
- [A Physicist Turns the City into an Equation, NY Times](#)

Module 2: In Situ – Contingencies, Externalities, Scenarios, Performance

Week 7



Deliverable Due

-Draft of City Manual Text. Draft of Map. Draft of diagram of systems at neighborhood scale. Draft of Combined City Manual.

Site: Mapping human, non-human systems. Geographical Information Systems vis a vis mining alternate data for spatial mappings.

Meeting Days

- Mon Oct 03, 2022: Studio
 - Workshop: Introduction to Rules in City Engine
 - Presentation by NJ Namju Lee
- Th Oct 06, 2022: Studio
 - Translate lessons from Module 1 to the new site geography

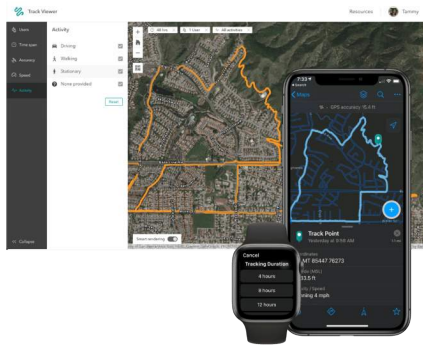
Readings

- David Harvey Right to the City [1 THE RIGHT TO THE CITY David Harvey](#)
- [Urban Institute - Data Equity Tool](#)
- [Five boroughs for the 21st century](#)
<https://medium.com/topos-ai/five-boroughs-for-the-21st-century-8da941f53618>

Optional Readings:

- [Eyal Weizman. Violence at the threshold of detectability](#)
- GONZALEZ, EVELYN. *The Bronx*. Columbia University Press, 2004. *JSTOR*, www.jstor.org/stable/10.7312/gonz12114

Week 8



Deliverable Due

- Implementation of city manual protocols.
- Site: Spatializations of existing networks. Mapping of material and data sets. Geo recording of derives.

Meeting Days

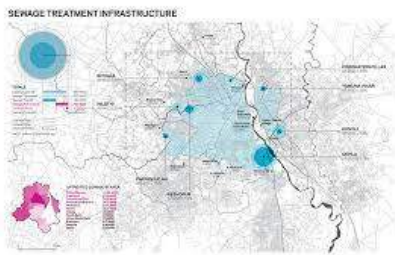
- Mon Oct 10, 2022: College Closed
- Wed Oct 12, 2022: Workshop
 - CityEngine Session 1 - 10:00am -12am
 - CityEngine Session 2 - 2pm - 4pm
- Th Oct 13, 2022: Workshop
 - CityEngine Session 3 - 10:00am -12am

Readings

- Designing for Complexity: The Challenge to Spatial Design from Sustainable Human Development in Cities, Luis M A Bettencourt (PDF - Dropbox, Slack)
 - https://www.researchgate.net/publication/332019230_Designing_for_Complexity_The_Challenge_to_Spatial_Design_from_Sustainable_Human_Development_in_Cities
- [When maps shouldn't be maps](http://www.ericson.net/content/2011/10/when-maps-shouldnt-be-maps/)

- [THE DEATH OF THE AUTHOR ROLAND BARTHES](#)

Week 9



Deliverable Due
Self organized autonomous city draft.
Outputs from CityEngine Workshop

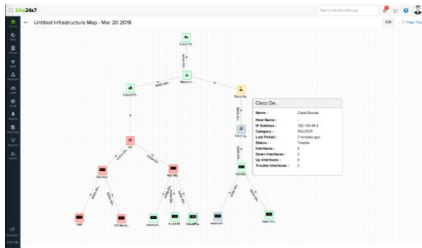
Meeting Days

- Mon Oct 17, 2022: Studio
 - Workshop: Introduction to Github and Structureless Collaboration
- Th Oct 20, 2022: Studio- Th Oct 21, 2021: Studio - Mid Semester assessments & Hour SSA
 - Present preliminary studies in CE

Readings

- [Why Every City Looks the Same Now, The Atlantic](#)
- [Introduction to Systems Thinking Peter Senge](#)
- <http://thehackablecity.nl/2018/03/21/the-hackable-city-edited-volume-digital-media-collaborative-citymaking-in-the-network-society/>

Week 10



Deliverable Due

Coordination of concerns - Moments of hybridity

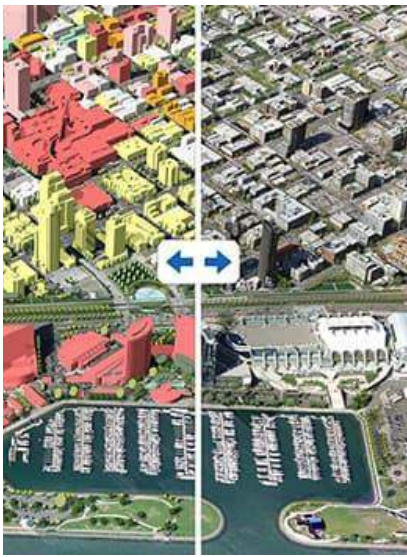
Meeting Days

- Mon Oct 24, 2022: Studio
 - Workshop: Coffee and Coding Session. Help students with CE code
- Th Oct 27, 2022: Remote Studio
 - Workshop: Coffee and Coding Session. Help students with CE code
 - Potential Review date - Agency Round Table: visit to CB at 4pm with Mat Cruz
 - Carol Samol - Director NYC Bronx City Planning
 - Michael Parkinson - Director of Community Planning - NYCHA
 - Neil Gagliardi - Director Urban Design, DOT
 - Irene Figueroa-Ortiz, Urban Designer DOT

Readings + Lectures

- Youtube Lecture 1.5hr. [Franco Bifo Berardi On Futurability: The Age of Impotence and the Horizon of Possibility Futurability](#)
- [The 15-Minute City: Can New York Be More Like Paris?](#)
- [How the '15-Minute City' Could Help Post-Pandemic Recovery](#)
- <http://thehackablecity.nl/2018/03/21/the-hackable-city-edited-volume-digital-media-collaborative-citymaking-in-the-network-society/>

Week 11



Deliverable Due
Transcalar - Trans-disciplinary development

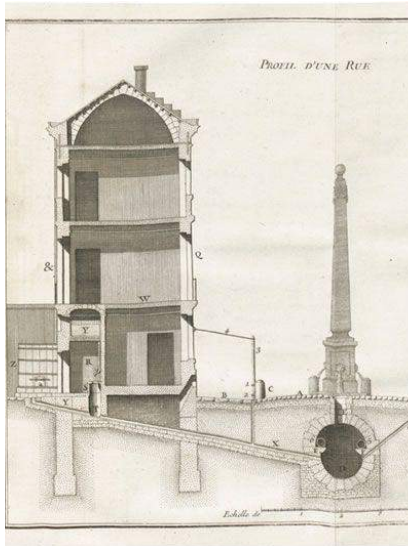
Meeting Days

- Mon Oct 31, 2022: Studio
 - Workshop: Publishing City Engine and GIS data to the Unit26 cloud
- Th Nov 03, 2022: Studio

Readings

- "Chapter 6: Sharing" . Kelly, Kevin. The inevitable: Understanding the 12 technological forces that will shape our future. Penguin, 2017.

Week 12



Deliverable Due
Transect sections of the semi-autonomous city

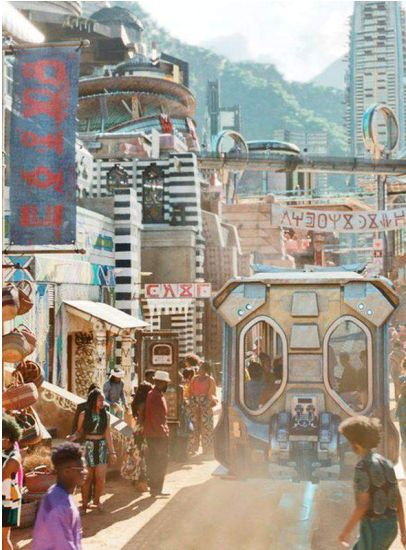
Meeting Days

- Mon Nov 07, 2022: Studio
 - Workshop: Visualizing Data with Python
- Th Nov 10, 2022: Remote Studio

Readings

- Dupuy, Gabriel, Jeroen van Schaick, and Ina T. Klaasen. Urban networks: Network urbanism. Vol. 7. Amsterdam: Techne press, 2008.

Week 13



Deliverable Due
Combined semi-autonomous city

Meeting Days

- Mon Nov 14, 2022: Studio
 - Workshop: Coordinating and integrating data layers using the Unit26 cloud.
- Th Nov 17, 2022: Studio
 - Workshop: Developing Key Performance Indicators in City Engine

Readings

- ["Chapter 1-6". Deleuze, Gilles, Felix Guattari, and A. Thousand Plateaus. Capitalism and schizophrenia. Vol. 1. Viking Press, 1977.](#)

Optional Readings:

- [Devaluation of Black Assets. Brookings Institute](#)

Week 14



Deliverable Due
Scenario and Performance Assessment Inquiries

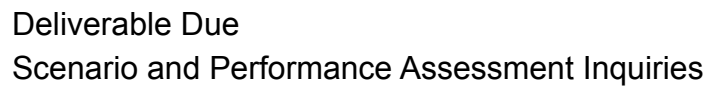
Meeting Days

- Mon Nov 21, 2022: Studio
 - Workshop: Analysing KPIs in ArcGIS Pro
- Th Nov 24, 2022: College Closed

Readings

- [Preliminary, Chapter 1: Analytic Cartographies. Guattari, Félix. Schizoanalytic Cartographies. Bloomsbury, 2013.](#)

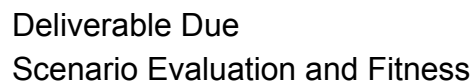
Week 15



Meeting Days

- Mon Nov 28, 2022: Studio
 - Automating the creation of Scenarios in CityEngine using Python
 - Workshop: Creating Scenarios in CityEngine
- Th Dec 01, 2022: Unit 26: Symposium Event
 - Celebration for Sorkin Library

Week 16



Meeting Days

- Mon Dec 05, 2022: Studio
- Week of Dec 06 - 12: Final Reviews

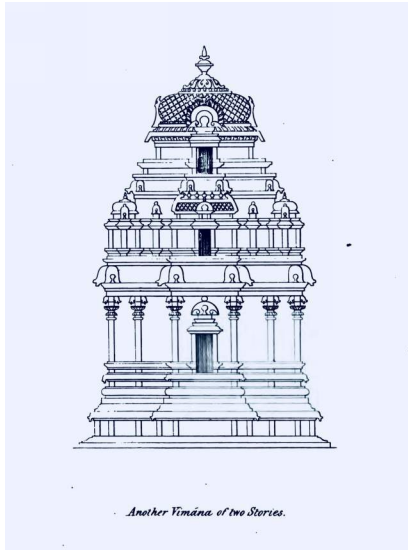
Readings

- [Laura Kurgan, Homophily: The urban history of an algorithm](#)

Optional Readings:

- Chartier and Johnson: Markets Not Capitalism: Individualist Anarchism Against Bosses, Inequality, Corporate Power, and Structural Poverty, Minor Compositions Press, 2011
- Bruno Latour, "Why Political Ecology Has to Let Go of Nature" from: Politics of Nature: How to Bring the Sciences into Democracy
- Chaia Heller: Ecology and Desire in New Anarchism: A Documentary History of Libertarian Ideas (1999) / 176
- [Laura Kurgan, Homophily: The urban history of an algorithm](#)
- [Eyal Weizman, Violence at the threshold of detectability](#)
- [I Quant NY](#)
- Marshall Berman, "All That Is Solid Melts into Air"
- <https://ny.curbed.com/2018/1/10/16868494/harlem-history-buckminster-fuller-development-rezoning>
- [Thomas Kuhn, "The Structure of Scientific Revolutions"](#)
- Mariana Mazzucato, "The Entrepreneurial State: Debunking Public vs Private Sector Myths" Public Affairs Press, New York, 2015 (Recommended)
- [Devaluation of Black Assets, Brookings Institute](#)
- [A Physicist Turns the City into an Equation, NY Times](#)
- [Why Every City Looks the Same Now, The Atlantic](#)

Week 17



Deliverable Due
Student Portfolio to Archive

Meeting Days

- Th Dec 15, 2022: Final Class Meeting, Recap.

Educational Goals

The Advanced Unit in Architecture and Urban Design, a vertical year-long integrated suite of history and theory topics, integrated engineered/computation systems, design research and representation strategies, and design studio work, is taught in the second and third years of the Master of Architecture program. The Advanced Units develop the transdisciplinary skills and thinking processes necessary for a student preparing for a career as a professional architect.

Educational goals in this studio include the enhancement of the following list of skills and concepts:

- I. Visual communication
- II. Integration of human, environmental and structural systems
- III. Critical thinking

- IV. Professional design and space planning practice standards
- V. Assemblies, materials, and details.
- VI. Leadership in the positioning of architecture in the twenty-first century

Learning Objectives

The learning objectives of the Advanced Unit in Architecture are developed from the above educational goals and include the actions and activities through which these specific skills and concepts are conveyed to the student.

- I. Visual communication is enhanced through the critical use of the tools of representation, including drawing (digital and manual), physical modeling, digital modeling, and spatial and digital analysis, as well as through the layout of portfolio's, drawings, and digital presentations.
- II. Building systems (human, environmental and structural), their interrelationships within the built environment, their relationship to site systems and their participation within the broader systems of the city, are investigated across multiple scales and studied in the context of humanitarian, engineered and technological processes.
- III. Critical thinking is enhanced through the use and development of both visual tools and written text for the development of comprehensive research, precise thinking, thoughtful and ethical analyses, and the intelligent establishment of criteria for the evaluation of design decisions.
- IV. Professional design and space planning practice standards are met through the preparation of students for effective participation in the professional practice of architecture. This includes skills required for site design, building design, technical documentation, and material detailing and specification, as well as an understanding of construction documentation and project management practices.
- V. Assemblies, materials, and details are developed through the project in response to conceptual, environmental, social, political and economic analysis. Both a qualitative and quantitative recording of the materials of the project will be pursued and experimental approaches to the design and transformation of assemblies is supported.
- VI. Leadership in the positioning of architecture in the twenty-first century is attained by addressing the specific role of the architect in leading multi-disciplinary collaborative practices in order to advocate for more ecologically viable, resilient, and equitable cities. The challenges of the climate emergency and global urbanism are addressed, along with the need for research and the development of design and planning strategies for the adaptation of urban centers to meet these and other challenges.

Guest Consultants:

Throughout the semester, guest lecturers will be invited to visit the Unit, make presentations of their work, and lead “field” trips, real or virtual, as well as engage in informal discussions with the Unit members about their design research. Guests are selected by the overlap of their work or research with that of the Unit themes, projects, and site.

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 the professor in advance to be considered valid.

Methods of Assessment:

Each of the 4 Modules will be graded separately and weighted according to the following criteria:

- Attendance and participation in class discussions: 10%
- Seminar response and writing: 20%
- Project development in response to semester schedule: 50%
- Project presentation, completion, and resolution: 20%

Key areas of Grading Assessment:

Unit 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 modelmaking techniques to represent architectural ideas precisely and creatively.

Design: Ability to prepare a comprehensive program for an architectural project that includes such tasks as: creative concept; assessment of context; an analysis of site conditions (including people and movements).

Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

Reading Responses and Discussions: Ability to communicate your understanding of assigned readings and participate in the class discussions.

Integrated evaluations and decision-making process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the proposal for 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 class and scheduled evening lectures.

Portfolio: Completion of portfolio as directed by unit leader 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. 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>

Probation & Dismissal: for program specific information related to grades, academic standing, probation and dismissal, please see your program academic advisors: Hannah Borgeson hborgeson@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.

Zoom Classroom Expectations:

Use the video option when possible, and certainly when requested by your instructor during active discussion. Dress appropriately. Stay focused and on task. Be aware of when you should or should not mute yourself. Please don’t eat during the class meeting while on video. Your instructor will discuss the use of the public and private chat features; the private chat may be blocked by the instructor. Note that private chats are not “private.” Be respectful. Students should not record Zoom sessions without the direct permission of the instructor. Your instructor may opt to record Zoom sessions; students will be informed that the session is being recorded. Password protection by the instructor of the recorded digital copy is required, and students will be informed if a recorded session will be shared beyond those participating in the course.

Use of Electronic Devices:

All students are expected to engage in active learning during class time, including during remote Zoom instruction. The use of mobile phones, texting, and social media can be very distracting for both students and the instructor. Please turn off and put handheld devices away and out of view during Zoom classes, in order to be fully present. The appropriate use of laptops will be discussed. The instructor will provide periodic breaks to prevent Zoom fatigue; if needed, personal handheld devices may be used during this time.

Classroom Civility:

All students are expected to participate in class discussions. Meaningful and constructive dialogue is encouraged; however, discussion should be civilized and respectful to everyone, as well as relevant to the topic being discussed. This requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All students will be expected to show respect for individual differences and viewpoints at all times. Guests critics invited to the Zoom sessions will be informed of this expectation for civility.

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 the Unit to document their thought process & take notes of any texts, books, terms of 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

Accessibility Center (Student Disability Services):

The Accessibility 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/accessibility>

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>

City College Student Support Resources

[AccessAbility](#)

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. Faculty must receive an official accommodation memo from the student before proceeding to implement accommodations.

Contact: Access Ability Center
North Academic Center, Room 1/218
212 650 5913 or 212 650 8441 for TTY/TTD
<http://www.ccny.cuny.edu/accessability/disabilityservices@ccny.cuny.edu>

Health and Wellness Support

Feeling stressed or anxious? 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
212 650 8222 or 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 7777. Off campus, call 911.
<https://www.ccny.cuny.edu/affirmativeaction>

Course Logistics/Technology

During the Fall 2020 semester, this Spitzer School of Architecture Unit will be conducted remotely and synchronously using the Zoom platform. The Zoom application should be downloaded by all students. Invitations to each scheduled meeting will be sent with a passcode. The Miro application may also be used. Students will need a stable internet connection and a computer that will allow class participation using both video (camera) and screen sharing. Technical support is available to Spitzer School of Architecture students by contacting the CCNY IT Service Desk.

CCNY IT Service Desk servicedesk@ccny.cuny.edu
212 650 7878 Mon-Fri 8.00am-6.00pm

City College's Distance Learning Resource Directory
<https://www.ccny.cuny.edu/it/distance-learning-resources-support-directory>

Spitzer School of Architecture's IT and Computing Resource List
<https://ssa.ccny.cuny.edu/information-for/currents-students/>

NAAB (National Architectural Accrediting Board):

This course as outlined above is in keeping with the NAAB standards and guidelines. 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 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.