Type of Course:	**ARCH 51000 Advanced Studio**
Class Meetings:	**M/TH 2:00-5:20pm**
Office Hours:	**M/TH 1:00-2:00pm (by appointment)**
Instructor:	**Professor Sasha Topolnytska**
Location:	**SSA 321**
Semester/Year	**Spring 2024**

Playground by Studio Ossidiana

Childcare Village: Center for Children and their Families

Childcare is more than a personal problem for parents and their children. It is an issue of gender, racial, and economic justice. The absence of universal, reliable, and high-quality childcare across the United States shows the lack of investment in early childhood education and the increased economic burden on women and low-income families. Access to high-quality, affordable, and safe childcare is essential to support child development, school readiness, and the success of children and plays a vital role in ensuring that caregivers, especially mothers can work outside of the home.

Responding to the current issues of childcare in this studio, students will be designing a center in New York City for children and their families. Learning from design for children, social and environmental sustainability, feminist practices, and notions of care students will be envisioning an ecosystem of care that is inclusive and fostering. Through research and experimentation, students will investigate how integrating diverse programs might provide a playful, supportive, and safe place for children, as well as spaces that can improve their parents' economic mobility and physical and mental well-being. Imagining new patterns, structures, and relationships students are encouraged to challenge normative institutions and social infrastructures – designing a family center that exists beyond the established framework.

"The Child Care Cliff, A Cautionary Tale" by Rebecca Gale and Dianne Kirsch

BACKGROUND

"It takes a village to raise a child" is a popular saying that originated from an African proverb and conveys the message that it takes many people (not just parents) to provide a safe, healthy environment for children. This requires an environment that is safe and stable and where multiple people (the "villagers") such as family members, neighbors, teachers, professionals, community members, and policymakers, take care of a child. All these 'villagers' may provide direct and/or indirect care to the children and/or support the parents in looking after their children. (1) However, as nice as it sounds the village system in the United States does not exist and many working families are left to rely on the childcare system that has long been in crisis and now facing a new phase of uncertainties.

Last fall, in September of 2023, federal childcare funding that had been a part of the 2021 American Rescue Plan Act COVID-relief package expired leaving 70,000 childcare facilities in the U.S. at risk of closing, a so-called "Childcare Cliff". (2) Therefore, the lack of childcare options already has led to high costs of childcare. For many, this can affect not just the safety, nourishment, and early life opportunities for their children but also the economic mobility of their families, especially women, immigrants, and people of color.

In New York, local officials have taken some action to improve childcare problems by offering subsidized programs for children under five years old. However, despite these offerings, most recent findings show that most New York City families cannot afford any form of childcare – from early childhood care for children under 5 years of age to after-school care for children ages 6 to 12. (3) The absence of affordable childcare has the largest ramifications on families headed by single women of color who already struggle from a long history of wage inequality.

Better childcare systems need to be in place to support children and their families. But what can architects do? In "Making a Village" we will be designing a center to support the development, safety, and success of children and to improve the economic mobility of their families. Within the architectural and social contexts, we will be asking questions like: How can architecture contribute to the ongoing issue of childcare and speculate on new systems that can support children and their families in the way they need to? How can we provide a space that is safe, healthy, and inclusive? A space that is friendly and playful where children and their families can enjoy, develop, and flourish. And can architecture provide sustainable, inclusive, and self-efficient space that can support and improve the economic mobility of families?

(1) https://cccnewyork.org/data-publications/from-birth-to-age-12-child-care-and-out-of-school-care/
(2) https://tcf.org/content/report/child-care-cliff/#
(3) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8964422/

Program study diagram for "Ukrainian Orphanage Playground" by Lindsay Harkema & Sasha Topolnytska

PROGRAM

Students will be working with two primary users: children and their parents. Through programmatic research and experimentation, students will get more specific about the users and their needs to determine the final program. Some preliminary functions that can be taken in the family center are described below:

Children	Parents	Common Spaces
classrooms	working spaces	event space
play spaces	meeting rooms	garden
indoor gym	parent support	cafeteria
outdoor play	gym/yoga	waiting room

In addition, the family center will have to include all the support spaces such as administrative, back of house, mechanical, etc.

SITE

For the purpose of the studio, we will work with a site that is both real and imaginary. The site is a combination of two lots located on the corner of Convent Ave and W 128th Street. The size of both Lot 78 & 85 combined is approximately 230 ft frontage and 100ft land depth which adds up to 23,000 sq ft total work area.

Address: 454 W 128 Street, New York, NY 10027| Block 1967 | Lot 78 & 85

Edible Schoolyard by WorkAC

COMMUNITY PARTNER: Brooklyn Community Services

During the semester students will also be visiting and working with local organizations that provide services for families across New York City. Students will have an opportunity to speak with and receive input from caregivers and professionals who provide support services, including financial literacy, and health and wellness programs for low-income families. Students will be performing field observations and community engagements, to gain experience listening to, learning from, and working with stakeholders. Combining participatory research and design approaches students will learn how to understand user needs grounded in real-world insight.

As our community partner, we will be working with Brooklyn Community Services (BCS) which partners with people to overcome obstacles on their pathway toward self-determination.
"Since 1866, founded on the principle of neighbors helping neighbors, BCS has worked in neighborhoods impacted by systemic poverty. Today, BCS continues to strengthen communities by fostering the educational success of children, the leadership development of youth, the employment and housing stability of adults, the advancement of individuals living with disabilities, and the empowerment of seniors and families. Their work is rooted in the struggle for social justice and through action and advocacy with a commitment to shine a light on barriers that perpetuate inequitable systems as a part of the collective effort to ignite change." (BCS website)

Site Visits & Community Partners:
+ Brooklyn Community Services – Cornerstone location in Downtown Brooklyn
+ CCNY Child Development Center

APPROACH

At the beginning of each assignment, students will receive a separate handout with detailed descriptions and deliverables. Some final deliverables may vary from group to group depending on the project design.

Assignment 1 – Inspiration & Precedent Studies (individual)
Students will begin the semester working individually doing reading and research on modern and contemporary precedents of designing for children.
Deliverables: narrative, conceptual collages, drawings, diagrams, conceptual models.

Assignment 2 – Site Analysis (groups of 2-3)
Working in groups students will work to gather research on the site. The site analysis will include but not be limited to history, demographics, transportation, climate, neighborhood, context building, use, views, and others.
Deliverables: diagrams, maps, spatial collages, site models.

Assignment 3 – Program & Concept Development (groups of 2-3)
Working in groups students will be defining user groups and developing a program for their family center around the needs of their defined users. Through research and experimentation, students will investigate how integrating diverse programs might provide a playful, supportive, and safe place for children, as well as spaces that can improve their parents' economic mobility and physical and mental well-being. During this assignment students will be working through multiple concept design options.
- How many and how old are the children in the center?
- Who are the parents? Families? Single parents? Mothers? Teen mothers?
- What kind of separate spaces do children and parents need?
- What are the common spaces that can bring them together?
Deliverables: drawings (plans, sections, etc.), program matrix & diagrams, user representation collages, models, narrative, perspective collages.

Assignments 4 & 5 – Schematic Design & Design Development (groups of 2-3)
During the following assignments, students will be further developing their projects by refining selected information and drawings from previous assignments.
Deliverables: drawings (plans, sections, elevations, etc.), diagrams, site plan, interior & exterior rendering or/and perspective collages, narrative, models.

READINGS + BIBLIOGRAPHY (in progress)
Specific articles will be assigned and discussed at the beginning of each assignment.
All readings will be provided by the professor via PDFs or links.

Kiesling, Lydia. *Why America Hates its Children.*
https://www.businessinsider.com/why-america-hates-its-children-parenting-expensive-childcare-schools-kids-2024-1

Clark, K., Lovich, D., McBride, L., De Santis, N., Milan, R., & Baskin, T. *Reinventing Childcare for Today's Workforce.*
https://www.bcg.com/publications/2023/reinventing-the-childcare-industry-for-the-workforce-of-today

Design Justice Network. *Design Justice in Action.*
https://arena-attachments.s3.amazonaws.com/14201922/01693ea18895a8fb46dcbffa786fc869.pdf?1638376565

Tronto, Joan C. *Moral Boundaries: A Political Argument for an Ethic of Care.*

Krasny, Elke. "Architecture and Care." In *Critical Care: Architecture for a Broken Planet*, edited by Angelika Fitz & Elke Krasny

Puig de la Bellacasa, Maria. "Matters of Care: Speculative Ethics in More Than Human Worlds".

Hayden, Dolores. "What Would A Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work." In *Gender, Space, Architecture*, edited by Jane Rendell, Barbara Penner and Iain Borden

Plumwood, Val. *Feminism and the Mystery of Nature.*

Ghomeishi, M. & Azish, M. *A Guideline in Designing Architectural Spaces for Mothers and Their Children with the Approach of Improving the Well-Being Quality.*

MoMA. *Century of the Child.*

Armborst, T., D'Oca, D., Theodore,G. *The Arsenal of Inclusion and Exclusion.*

Lange, Alexandra. *The Design of Childhood: How Material World Shapes Independent Kids.*

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

W1
Th   01.25   **Advanced Studio lottery in Rm 107, followed by first studio meeting**
                    Studio: Introduction, Syllabus Overview, Assignment 1A
                    Spitzer School Convocation @ 5:00pm – all students and faculty expected to attend

W2
Mon 01.29   Studio: **Pin-Up: Assignment 1A - Inspiration & Reading Discussion**
Th   02.01   **Making SSA:** All school event during studio time / don't include any studio activities or
                    assignments on this day (no class)

W3
Mon 02.05   Studio: **Pin-Up: Assignment 1B - Precedent Studies**
                             Intro: Assignment 2 – Site Analysis
Th   02.08   Visit: Brooklyn Community Services in Downtown Brooklyn
                    School Lecture: Reginé Gilbert

W4
Mon 02.12   College Closed; no class
Th   02.15   Studio   Visit: CCNY Child Development Center (TBC)
                             Desk Crits
                    School Lecture: David Serlin

W5
Mon 02.19   College Closed; no class
Th   02.22   Studio   **Pin-Up: Assignment 2 - Site Analysis**
                             Intro: Assignment 3 - Program & Concept Development

W6
Mon 02.26   Studio   Desk Crit
Wed 02.28   Studio   (classes follow a Monday schedule)
Th   02.29   Studio   Desk Crit
                    School Lecture: Magda Mostafa

W7
Mon 03.04   Studio   **Present: Assignment 3 – Program & Concept Development**
                             Intro: Schematic Design
Th   03.07   Studio   Desk Crit
                    School Lecture: Alan Hantman

W8
Mon 03.11   Studio   Desk Crit
Th   03.14   **Studio   Mid-Review: Schematic Design (TBC)**
                    School Lecture: Jeffrey Yasuo Mansfield

W9
Mon 03.18   Studio   Desk Crit
                             (Instructors issue Mid-semester assessments to all students)
Th   03.21   Studio   Desk Crit
                    Screening & Panel Discussion Panel: "Crip Camp". Robert McRuer, John Peterson, Ignacio G. Galen

W10
Mon 03.25   Studio   Desk Crit
Th   03.28   Studio   Desk Crit
                    School Lecture: David Gissen

W11
Mon 04.01   Studio   Desk Crit
Th   04.04   Studio   Desk Crit
                      School Lecture: Luísa Janssen Harger Brown, Caroline Ho, Toar Sadia

W12
Mon 04.08   Studio   Desk Crit
Th   04.11   Studio   Desk Crit
                      School Lecture: Aimi Hamraie

W13
Mon 04.15   Studio   Desk Crit
Th   04.18   Studio   Desk Crit

04.22-04.30   Spring Recess, no classes

W14
Th   05.02   Studio   Desk Crit

W15
Mon 05.06   Studio   Desk Crit

FINAL REVIEWS, May 15

FINAL EXAMS, May 16-22

Th 9 May	Fri 10 May	Mon 13 May	Tues 14 May	Wed 15 May
Core Studio 2	**Advanced**	**Core 6**	**Core Studio 4**	**Advanced**
Jow (coord)	Preston/Volkmann Wainer Terragni Hocek	Horn (coord)	Haferd (coord)	Edmiston Llonch Topolnytska

Key End of Semester Dates:

W   05.15   Last day to withdraw from course with a grade of "W"
Th   05.16   Studio Clean Up day (students & faculty)
Fri   05.17   End of Semester Assessment (faculty only)
Mon 05.27   College Closed
Fri   05.28   Final Grade Submission Deadline

TAKE NOTE: ALL personal effects in studios and student lockers to be entirely cleaned out for the summer by Wednesday May 22.

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%
- Assessment will focus on the quality of progress each class, research, and narrative in the argumentation of each project, as well as on the final quality of design and documentation.

Grading Assessment & Learning Outcomes:
- **Attendance**: Consistent level of preparation and on-time presence for each studio class and scheduled evening lectures.
- **Effort**: Work demonstrates sufficient time spent and attention to detail. Student consistently tests,
- iterates and revises their designs.
- **Participation**: Engaging in studio discussions, readings, and presentations.
- **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.
- **Research & innovation:** Understanding of the theoretical and applied research methodologies and practices used during the design process, and test and evaluate recent innovations in the field of architecture.
- **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.
- **Integrated evaluations and decision-making in the design process:** Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project, in different settings and scales of development, from buildings to cities. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
- **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:
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: Amy Daniel: adaniel@ccny.cuny.edu
                Tony Bowles: abowles@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 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, Sheryl Konigsberg, at 212-650-6310 or skonigsberg@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 Zinnat Sultana: zsultana@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 criteria from the 2020 NAAB Conditions are addressed in this course:

Program Criteria (PC) These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.
> **PC.2 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.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

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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