Type of Course: ARCH 51000 Advanced Studio
Class Meetings: M/TH 2:00-5:20pm
Office Hours: **Mon/Thur 12pm- 2pm with previuos appointment**
Instructor: **Professor Laura Sara Wainer**
Location: **SSA 317**
Semester/Year   **Spring 2024**

NO PLACE LIKE HOME:
Habitat Strategies for the Inclusion of Latines Immigrants in NYC

OVERVIEW
This studio aims to collect evidence on migrant housing practices and create innovative demonstration projects to shed light on the current efforts deployed by organizations such as Make the Road New York (MRNY) in determining what precise advocacy they should advocate for as they position housing at the center of their political project. As such, our collaboration with MRNY proposes to develop urban habitat design solutions and housing policy recommendations with a migrant perspective as we engage to become leaders of our communities through equitable and sustainable neighborhood development.

RESEARCH

> "*Migrants are particularly vulnerable to human rights violations, the enjoyment of housing being among the most endangered rights. The duties of migrants to the host State are equal to those of locals from the moment that they enter the host community, as they are bound by its laws.*" – United Nation's Special Rapporteur on the Right to Adequate Housing (A/65/261, para. 9)

In recent years, housing has emerged as a prominent factor in the escalating inequality in the United States. Lack of access to adequate housing perpetuates cycles of intergenerational transmission of poverty and segregation (Rognlie, 2018). Immigrant households, especially those headed by undocumented residents, are more likely to experience housing-based economic hardship, discrimination and biases, and segregation (Steil et al., 2018). As immigrant origins become an important dimension of housing inequality, legal status is the primary source of housing disparities among Latinxs in the U.S. (Aiken et al., 2021; Chinchilla et al., 2022). Without a fixed address, migrants can struggle to access essential services such as healthcare, banking, education and employment. Migrants often face discrimination from landlords due to their ethnicity or economic status. Despite this evidence, there are significant knowledge gaps in understanding the strategies that migrant individuals and families develop to cope with such barriers and hardship conditions. Similarly, although social organizations advocate for the inclusion of migrants in state housing policy agendas, there is little understanding of what a migrant perspective on housing policy should encompass.

COLLABORATIONS

Make the Road New York (MRNY) is the largest progressive grassroots immigrant-led organization in New York State. MRNY's agenda, opinions, experiences, and interests are our most valuable knowledge source. The organization works on issues of workers' rights; immigrant and civil rights; environmental and housing justice; justice for transgender, gender nonconforming, intersex, and queer (TGNCIQ) people; and educational justice. It has over 23,000 members and five community centers in Brooklyn, Queens, Staten Island, Long Island, and Westchester County. MRNY organizes and builds the leadership of community members who are eager to fight for housing equality and environmental justice. Members meet weekly to discuss troubles with landlords and their rights as tenants, and to organize for safe, affordable housing for our families, spurring the creation of the Alternative Enforcement Program, which ensures repairs in 250 of New York City's worst buildings every year.

Each year, MRNY's attorneys represent hundreds of families in housing court cases involving evictions, hazardous conditions, and housing discrimination. They routinely support evicted tenants in obtaining waivers of back rent and time to find new apartments to avoid homelessness. In addition, they work to expand rent regulation and stabilization across the city, which is critical to preserving affordable housing for over a million working class New Yorkers.[1] Members demand that MRNY take further steps into housing advocacy, collective action, and elaboration of solutions, moving beyond the current case-by-case approach. There is also a pressing need to gather evidence on housing-related challenges and opportunities that families face at different stages of their immigration journey.

APPROACH

This studio aims to produce research and projects to forester habitat solutions for migrant members of MRNY also capable of influencing current political actions, narratives, and policy in New York City. An integral housing agenda rooted in inclusivity and a deep understanding of the unique circumstances that migrants face must

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[1] Information from their website: https://maketheroadny.org/

consider cultural sensitivity, language accessibility, community support, education and outreach, and partnerships.

We will approach this challenge from the migrant perspective of urban habitat, understood as an environment that facilitates the material, social, economic, political, and cultural conditions for the development of a fulfilling life in cities.

The studio is organized around the concept of HABITAT+, which encompasses the interaction of residential modes of dwelling with other aspects that organize the social and community life of migrant families in NYC. We will explore different approaches: Collaborative, Supportive, Intergenerational, and Productive, to define an architectural and urban project aimed at promoting inclusion and diversity for migrants who must gain access to services crucial to integration.

INTERGENERATIONAL: The role of the family in migration is increasingly recognized as crucial, often being the primary factor influencing relocation decisions and significantly contributing to the settlement process. Intergenerational housing highlights the benefits of diverse age groups residing together, pooling their expertise and time to foster social connections among individuals who might otherwise feel isolated. Within a shared building, various generations and cultural backgrounds mutually learn from and assist each other, fostering communal decision-making. Associated themes include caregiving systems, healthcare, extended family support networks, communal living arrangements, secure housing, and interactions between younger and older individuals.

SUPPORTIVE: Supportive housing refers to cost-effective accommodation supplemented by essential social services for individuals and families facing homelessness or its imminent risk. These residential complexes typically feature a rental subsidy tied to the apartment, ensuring highly affordable rent for occupants. Tenants are accountable for allocating a percentage of their earnings towards rent and utilities. On-site social services personnel craft tailored support strategies for each household. Additionally, these teams curate social and educational initiatives for the entire community within the building, actively involving tenants in program evolution. Associated areas encompass health and education, initiatives for youth, community services, vocational training, as well as guidance and counseling services.

COLLABORATIVE: Models that emphasize various facets of affordability and community development, such as collaborative housing in its diverse forms—ranging from cohousing to community land trusts—act as catalysts for civic engagement. They foster social unity within urban areas by embracing lower-income households that might otherwise be excluded from gentrified neighborhoods. These models promote involvement, resource sharing, and community construction while acknowledging the universal desire for privacy, security, and financial independence in each household. By facilitating cost-sharing and resource pooling among residents, collaborative housing has the potential to reduce the expenses associated with purchasing or renting a home. Related concepts include cohousing, co-living, cooperatives, and land trusts.

PRODUCTIVE: Live-work units represent one of the oldest housing configurations. Throughout history, our urban and rural areas featured shophouses, often recognized as the original live-work units, where work, commerce, and residence coexisted within the same premises. Robust economic, demographic, and household trends indicate a significant latent desire to utilize residences for work purposes, exerting pressure on the market to accommodate various forms of live-work units. However, over the last fifty years, live-work units have largely become either prohibited or discouraged in most locations. Revisions in zoning regulations, building codes, as well as

administrative and licensing procedures, are necessary to facilitate the resurgence of a wide array of live-work options.

STRUCTURE

The studio is structured into three design phases: RESEARCH, CONCEPT DEVELOPMENT, and PROJECT DESIGN. Each phase comprises sub-phases that collectively constitute an integral design process. This process involves analyzing the challenge, identifying problems, conducting site and context analyses, proposing spatial ideas and solutions, formulating a program of uses, and designing both an architectural project and an urban public space at a neighborhood scale.

1. Research Phase 1: WEEK 1-2

During these weeks, our focus will be on comprehending the living dynamics of migrant families, including the interplay among home, work, and education. We'll investigate the integration of family relationships within housing, assess the infrastructure and materials conducive to life development, and explore the transition toward stability in a new country and city. Our exploration will extend to cultural aspects like traditions, behaviors, ideals, and aspirations related to neighborhood and community living, aligning MRNY's agenda with the client's needs, vision, and project goals.

OUTPUT: POSTER DISPLAYING RESEARCH including quantitative and qualitative data, images, maps and graphics.

2. Research Phase 2: WEEKS 2-3

The second part of the research will focus on case studies to ground discussions around support, intergenerational, collaborative and productive housing approaches in real-life settings. We will analyze cases of urban design and architecture practices that deal with various forms of habitats, understanding the motivations, innovations, and impacts of such interventions, focusing on processes and products.

OUTPUT: PPT/ Digital presentation

3. Research Phase 3: WEEKS 4-5

Last we will analyze the site in depth. We will do a site visit to observe its surroundings, topography, climate, existing structures, vegetation, views, access points, evaluate the neighboring buildings, landscape, and any unique features. We will study available documentation about the site's history, zoning regulations, building codes, environmental regulations, transportation, infrastructure, and any potential impact they might have on the design.

4. Synthesis and Conceptualization: WEEKS 6,7,8

This week, our focus will be on developing a comprehensive concept encompassing residential architectural typologies, the nature of common spaces and community services, public spaces at a neighborhood scale, and the integration with the surroundings. Throughout this period, each group will elaborate on the program of uses, the housing management system, and the MRNY's role within the building/site. To accomplish this, we'll consolidate all collected data and insights to form a thorough understanding of the Design Concept that aligns with the site's characteristics, constraints, and the client's expectations, ultimately meeting the project's goals.

5. Integral Architectural Project: WEEKS 9-13

In the following we will narrow down and refine the initial concepts into one primary design concept, conveying its purpose, functionality, aesthetic direction, and key principles ensuring that sustainability and functionality are integrated into the design concept. During these weeks, we will also focus on the in-depth resolution of

residential typologies, public space, and common areas. A significant part of our challenge will be breaking away from the stereotypes of residential typological schemes to find design solutions that respond to true ways of living, innovatively addressing them from the migrant perspective.

6. Communication and Documentation: WEEKS 14 -15

During the final weeks, we will focus on the finalized design concept comprehensively in a way that drawings illustrate both the overall vision of the project and the detailed ideas comprehended by it.

PROGRAM

- The program will consist of a multi-family building with 24 units of various sizes and intended for different recipients: families, childless couples, individuals, extended families.
- The building will also feature service areas for residents and the MRNY community in general, to be defined by the course participants based on the research conducted in the initial stage of the course.
- The proposal must include a public space within the plot, occupying 50% of the total area, intended for use by the building's residents and the neighborhood as a whole.

SITE
In Queens, TBD with MRNY
Some options
https://www.landsearch.com/properties/38-20-31stst-long-island-city-ny-11101/3357116
https://www.landsearch.com/properties/4414-31st-ave-astoria-ny-11103/3392571

READINGS
- Angotti, T., & Morse, S. (Eds.). (2023). *Zoned out!: race, displacement, and city planning in New York City*. New Village Press.
- Çaglar, A., & Glick Schiller, N. (2018). *Migrants and city-making: Dispossession, displacement, and urban regeneration*. Duke University Press.
- Mironova, O., Stein, S., Hornbach, C., & Udell, J. (2022). Pathways to Social Housing in New York.
- Rauscher, R. C. (2018). New York Neighborhoods-Addressing Sustainable City Principles. Springer International Publishing.
- Rosenbaum, E., & Friedman, S. R. (2007). *The housing divide: How generations of immigrants fare in New York's housing market*. NYU Press.

BIBLIOGRAPHY (add syllabus biblio0

- Awan, N., Schneider, T., & Till, J. (2011). Spatial Agency. Abingdon
- Goldfischer, E. (2020). From encampments to hotspots: The changing policing of homelessness in New York City. *Housing Studies*, *35*(9), 1550-1567.
- Li, R., & Huang, Y. (2023). COVID-19 pandemic and minority health disparities in New York City: A spatial and temporal perspective. *Environment and Planning B: Urban Analytics and City Science*, *50*(5), 1194-1211.
- Pieterse, E. (2015). Reaching for adaptive urbanism. *AFRICA: Architecture, Culture, and Identity*, 129.
- Shepard, C. (2017). *Citymakers: The culture and craft of practical urbanism*. The Monacelli Press, LLC.

- Stott, Rory (2016) "How Migration Will Define the Future of Urbanism and Architecture" 05 Jul 2016. ArchDaily. Accessed 5 Jan 2024. <https://www.archdaily.com/790818/how-migration-will-define-the-future-of-urbanism-and-architecture> ISSN 0719-8884
- Usman, M., Maslova, S., & Burgess, G. (2021). Urban informality in the Global North:(il) legal status and housing strategies of Ghanaian migrants in New York City. *International Journal of Housing Policy*, *21*(2), 247-267.

MATERIALS
See Dropbox folder with materials (link)

 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**
		Spitzer School Convocation @ 5:00pm – all students and faculty expected to attend
		INTRO CLASS – syllabus presentation

W2
Mon	01.29	Studio - PIN UP – RESEARCH PHASE -1
Th	02.01	**Making SSA: All school event during studio time/don't include any studio activities or assignments on this day**

W3
Mon	02.05	Studio – RESEARCH WEEK – DESIGN CRIT
Th	02.08	Studio - RESEARCH WEEK - PIN UP – RESEARCH PHASE -1 and RESEARCH 2

W4
Mon	02.12	College Closed; no class
Th	02.15	Studio – SITE VISIT

W5
Mon	02.19	College Closed; no class
Th	02.22	Studio – RESEARCH 1, 2, 3 PIN-UP PRESENTATION

W6
Mon	02.26	Studio - DESIGN DEVELOPMENT
Wed	02.28	Studio (classes follow a Monday schedule) - DESIGN DEVELOPMENT Desk Crit
Th	02.29	Studio – DESIGN DEVELOPMENT Desk Crit

W7
Mon	03.04	Studio - DESIGN DEVELOPMENT Desk Crit
Th	03.07	Studio - DESIGN DEVELOPMENT Desk Crit

W8
Mon	03.11	Studio - MID TERM Review 1
Th	03.14	Assessment – (No in-class studio)

W9
Mon	03.18	Studio - PROJECT - Desk Crit
Th	03.21	Studio - PROJECT - Desk Crit

W10

| Mon | 03.25 | Studio - PROJECT - Desk Crit |
| Th | 03.28 | Studio - PROJECT - Desk Crit |

W11

| Mon | 04.01 | Studio - PROJECT - Desk Crit |
| Th | 04.04 | Studio - PROJECT - Desk Crit |

W12

| Mon | 04.08 | Studio PROJECT - Desk Crit |
| Th | 04.11 | Studio PROJECT - Desk Crit |

W13

| Mon | 04.15 | Studio - MID TERM Review 2 |
| Th | 04.18 | Studio – PROJECT - Desk Crit and Assessment |

| 04.22-04.30 | Spring Recess, no classes |

W14

| Th | 05.02 | Studio- REPRESENTATION and COMMUNICATION- Desk Crit |

W15

| Mon | 05.06 | Studio- REPRESENTATION and COMMUNICATION- Desk Crit |
| Wed | 05.08 | (optional) Rehearsal |

FINAL REVIEW, Fri 10 May

Deliverables:

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:
- 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

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%

Grading Assessment & Learning Outcomes:
- **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.
- **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:
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 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, 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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