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| Type of Course: | Graduate Studio + Research Workshop/Design Seminar |
| LAAR 3rd yr: | LAAR 65100 Landscape Arch Studio 5 (6 cr) + LAAR 64150 Design Research (3 cr) |
| M.Arch 3 rd yr: | ARCH 85101 Architecture Studio V (6 cr) + ARCH 85200 Research Workshop (3 cr) |
| MS Arch: | ARCH 91102 Advanced Studio (6 cr) + ARCH 91202 Design Seminar (3 cr) |
| Class Meetings: | Workshop M 9:30-12:20; Studio M/TH 2:00-5:20pm |
| Office Hours: | Ebo: M/TH 12:30-1:30pm; Hasan: M: 12:30-1 |
| Instructor: | Professor Ifeoma Ebo and Co Instructor Lama Hasan |
| Location: | [STUDIO 224] |
| Semester/Year | Fall 2024 |

GENERAL DESCRIPTION

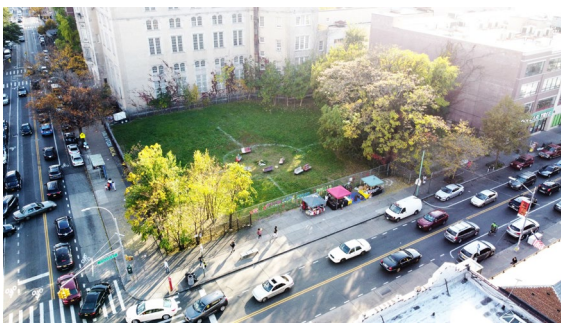
STUDIO: This advanced studio explores an architectural project through extended design research and in-depth building design propositions. Engaging with a variety of contemporary architectural design topics, students analyze and synthesize human, socio-cultural, contextual, technical, and regulatory forces. Project work includes quantitative investigation of environmental impacts and articulation of mitigation strategies. Independent research methodologies are supported, and student work is expected to achieve the quality of a well-developed architectural design thesis and design proposition.

RESEARCH WORKSHOP: This required seminar course focuses on special topics of study that support and broaden the design studio curriculum. Students co-enroll in this course with their architectural design studio.

LAAR 65100 / ARCH 85101 / ARCH 92201 + Woven Landscapes: Exploring Artificial and Ancestral Intelligence at the Flatbush African Burial Ground (FABG)

OVERVIEW

SPECIFIC DESCRIPTION:



This Landscape Architecture + Architecture design studio delves into the interplay between artificial and ancestral intelligence within the unique context of the Flatbush African Burial Ground. Students will explore the rich historical and cultural significance of this site, weaving together traditional landscape design principles (hardscape, softscape, infrastructure) with cutting-edge technological approaches. The studio will emphasize a holistic design process that honors the ancestral legacy of the burial ground while integrating contemporary tools such as AI and digital mapping.

Throughout the course, students will engage in in-depth research, site analysis, and community engagement to understand the multifaceted narratives of the burial ground. They will develop skills in digital fabrication, AI-driven landscape modeling, and sustainable design practices. Collaborative projects will challenge students to create innovative, respectful, and contextually sensitive designs that celebrate the ancestral heritage and future potential of the Flatbush African Burial Ground.

SPECIFIC LEARNING OBJECTIVES

The 2024 Fall Studio is geared towards **multi-disciplinary teams of students** who come into the course with an understanding of the fundamentals of architectural, landscape and/or urban design development. As an urban studio, this course is intended to instruct students on aspects of intersectionality and inclusion in urban design, development, and architecture in urban settings, while encouraging them to hone their analytical skills, community development vocabulary, and capacity as design thinkers and actors.

Studio portion:

- Develop a comprehensive understanding of the historical and cultural context of the Flatbush African Burial Ground.
- Integrate artificial intelligence and digital technologies into landscape design processes.
- Engage with community stakeholders to ensure culturally sensitive and inclusive design solutions.
- Employ sustainable design practices that honor the ancestral significance of the site.
- Create innovative landscape designs that weave together historical narratives and future possibilities.

Workshop portion:

- Explore African and indigenous craft and sustainability techniques and its implications for spatial design
- Explore new ways of visual, physical, and spatial methods to communicate strategic visions that center community and cultural assets and community benefit.
- Discuss and practice what it means to engage in a co-creation and co-design process
- Students will gain experience and knowledge of the fundamentals of neighborhood-scale analysis and design, thinking beyond the scale of the individual building /site
- Students will gain a greater understanding and fluency in resilient neighborhood/building-scale/site design for a variety of building and public space types.



PROGRAM

Students will have the option to develop the design of a streetscape along Bedford Avenue and Church Avenue adjacent to the site, or a site concept for the African Burial Ground. In both cases students will be exploring concepts of the integration of ancestral weaving techniques practically and metaphorically, memorialization of the people and place that constitutes the burial ground, and sustainability and regenerative practice as approaches to addressing extreme heat. The detailed program will be realized through a process of discovery for each student team. While exploring the community as a living ecosystem holding assets and deficits students will identify the most suitable program for the site(s) that addresses memorialization, cultural, climate and environmental justice.

SITE

The FABG is situated in a community dealing with issues at the intersection of climate and environmental justice - specifically extreme heat and food insecurity. Residents of Central Brooklyn experience intergenerational trauma from a legacy of environmental injustice; and many, particularly young people, experience climate grief along with the immediate health threats of climate change. Cultural preservation is a crucial component in combating climate change because it builds connections and resilience in affected communities. Heritage sites such as the FABG can serve as an important place for pilgrimage and public education on a shared local history. With this understanding of place this studio will explore how the intersection of art, history, and design can serve as a healing modality and as a way for this community to imagine collective futures.

Site(s): Flatbush, Central Brooklyn also known as Little Caribbean is home to the largest and most diverse Caribbean-American-LatinX community outside of the West Indies, making up 20% of New York City. Located on the corridors of Flatbush, Church, Nostrand, and Utica Avenues, Little Caribbean is home to people, restaurants, and small businesses that come together to share social and cultural histories and futures. At the heart of the neighborhood is the Flatbush African Burial Ground (FABG). The FABG is what remains of the "Negro Burying Ground", thought to have been in use since at least the 1700s through to the abolition of slavery in New York in 1827. It is currently an empty, fenced off lot at 2286 Church Avenue, at the intersection of Church Avenue and Bedford Avenue, in the heart of Flatbush Brooklyn. The FABG is also historically linked to a network of sites of memory in Central Brooklyn that have yet to be tangibly connected.

READINGS

Artificial. Intelligent. Architecture – Edited by Frank Jacobus and Brian M. Kelly

Design as Democracy: Techniques for Collective Creativity – Edited by David de la Pena. Diane Jones Allen, Randolph T. Hester Jr, Jeffrey Hou, Laura Lawsom and Marcia McNally

Minding the City: Field Notes on Neuroscience and the Poetics of Sustainable Public Space – Harrison Fraker, Peter Siostrom, Atanaska Foteva

WEEKLY SCHEDULE, M 9:30am-12:20pm, M/TH 2:00-5:20pm

Note: schedule below is subject to revision through the duration of the semester.

| | | Research Workshop (morning) | Studio (afternoons) |
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| W1 | | | |
| Th | 08.29 | | Convocation @ 2:00pm, Aaron Davis Hall Grad Studio Lottery @ 3:00pm, rm. 107 (Spitzer) Followed by first studio meeting |
| W2 | | | |
| Mon | 09.02 | College Closed (Labor Day), no classes | |
| Th | 09.05 | | Hour SSA/JEDI Climate Survey (in studio) 2-3pm Site Visit: Flatbush African Burial Ground and Lefferts Houses |
| W3 | | | |
| Mon | 09.09 | Workshop: Part 1: Weaving Workshops: Cynthia Alberto Part 2: Lama Hasan (exploring case studies and practices of site analysis) Assignment 1: Conducting a personal inner landscape site analysis | Studio: Desk Crits / Building Site Model – Developing Site Analysis |
| Th | 09.12 | | Studio: Desk Crits / Building Site Model – Developing Site Analysis |
| W4 | | | |
| Mon | 09.16 | Workshop: ' Part 1: Weaving Workshops: Cynthia Alberto Part 2: Lama Hasan (exploring case studies and practices of site analysis). Student Presentations on Assignment 1 Assignment 2: FABG site analysis | Studio: Desk Crits / Building Site Model – Developing Site Analysis Virtual Presentation from local archaeologists |
| Th | 09.19 | | Studio: Desk Crits / Building Site Model – Developing Site Analysis |

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| W5 | | | |
| Mon | 09.23 | Workshop: Part 1: Weaving Workshops: Cynthia Alberto Part 2: Lama Hasan (Indian Basin Project case study) Assignment 2 due: FABG site analysis Assignment 3: Individual Designing the Loom | Studio: Field Trip: Climate Science Fair at the High Line |
| Th | 09.26 | | Studio: Desk Crits / Building Site Model – Developing Site Analysis / Site Concept Diagrams / Individual Designing the Loom Studio Assignment: Site mapping |
| W6 | | | |
| Mon | 09.30 | Workshop: Part 1: Weaving Workshops: Cynthia Alberto Part 2: Lama Hasan (exploring case studies and practices of site analysis) Individual Designing the Loom | Studio: Desk Crits / Building Site Model – Developing Site Analysis / Site Concept Diagrams / Individual Designing the Loom |
| Th | 10.03 | | No Classes |
| W7 | | | |
| Mon | 10.07 | Workshop: Part 1: Lama Hasan (exploring case studies and practices of community engagement) Part 2 AI/Weaving lecture with Tania Ursomarzo Part 3 AI workshop with Kyle Spencer Integrating the Designing the Loom | Studio: Desk Crits / Building Site Model – Developing Site Analysis / Site Concept Diagrams / Individual Designing the Loom |
| Th | 10.10 | | Studio: 1/3 review Designing the Loom with Lama Hasan and Cynthia Alberto, Curry Hacket |
| W8 | | | |
| Mon | 10.14 | College Closed (Columbus/Indigenous Peoples' Day), no classes | |
| Tu | 10.15 | Workshop: Part 1: Lama Hasan (exploring case studies and practices of community engagement) Part 2 AI workshop with Kyle Spencer | Studio: Desk Crits / Building the Loom + Designing the Community Engagement Workshop Lecture by Ifeoma Ebo on AI and community Engagement |
| Th | 10.17 | | Studio: Desk Crits / Building the Loom + Designing the Community Engagement Workshop |
| W9 | | | |
| Mon | 10.21 | Workshop: Part 1: Lama Hasan (exploring case studies and practices of community engagement) Part 2 Guest Lecture: Cultural Landscapes – Ujiji Davis | Studio: Desk Crits / Building the Loom + Designing the Community Engagement Workshop |

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| Th | 10.24 | | Studio - Midterm Reviews: Site Analysis / site Model / individual constructed Loom, team community engagement workshop |
| W10 | | | |
| Mon | 10.28 | Workshop: Part 1: Lama Hasan (exploring case studies and practices of community engagement) Part 2 Guest Lecture: Cultural Landscapes | Studio: Site Visit Pop up community engagement at the Flatbush African Burial Ground |
| Th | 10.31 | | Mid-semester assessments |
| W11 | | | |
| Mon | 11.04 | Workshop: Part 1: Lama Hasan (exploring case studies and practices of landscape design) Part 2 Guest Lecture: Cultural Landscapes | Studio: Desk Crits: Reimagining the Street / Burial Ground + Engaging the Edge |
| Th | 11.07 | | Studio: Desk Crits: Reimagining the Street / Burial Ground + Engaging the Edge |
| W12 | | | |
| Mon | 11.11 | Workshop: Part 1: Lama Hasan (exploring case studies and practices of landscape design) Part 2 Guest Lecture: Cultural Landscapes | Studio: Desk Crits: Reimagining the Street / Burial Ground + Engaging the Edge |
| Th | 11.14 | | Studio: Desk Crits: Reimagining the Street / Burial Ground + Engaging the Edge |
| W13 | | | |
| Mon | 11.18 | Workshop: Part 1: Lama Hasan (exploring case studies and practices of landscape design) Part 2 Guest Lecture: Cultural Landscapes | Studio: Desk Crits: Reimagining the Street / Burial Ground + Engaging the Edge |
| Th | 11.21 | | Studio: Desk Crits: Reimagining the Street / Burial Ground + Engaging the Edge |
| W14 | | | |
| Mon | 11.25 | Workshop | Studio: Desk Crits: Reimagining the Street / Burial Ground + Engaging the Edge |
| Th | 11.28 | | College Closed (Thanksgiving), no classes |
| W15 | | | |
| Mon | 12.02 | Workshop | Studio: Desk Crits: Reimagining the Street / Burial Ground + Engaging the Edge |
| Th | 12.05 | | Studio: Desk Crits: Reimagining the Street / Burial Ground + Engaging the Edge |

FINAL REVIEWS, Dec 9-13

| Mon 9 Dec | Tues 10 Dec | Wed 11 Dec | Th 12 Dec | Fri 13 Dec |
|----------------|-------------|-----------------|--------------|--------------|
| Foundation | Foundation | Grad Studios | Grad Studios | Grad Studios |
| Kirsimagi King | Kim | Salcedo Aydogan | Kuehl Ebo | Haferd Zhang |

Mon/Tu 12.16 + 17 Clean-up Days (all materials, projects, and any other items must be removed from studio)
Tu 12.17 End of Semester Assessment (faculty only)

FINALS

Tu 12.17 Student Portfolios due for: SSA/CCNY Archive, etc. as directed by instructor
Fr 12.27 Final Grade Submission Deadline

WORKSHOP + STUDIO ASSIGNMENTS

Workshop

Assignment 1: Conduct a site analysis exploration of a place that is special to you or where you currently live from the land's perspective

Assignment 2: perform a site analysis on the Flatbush African American Burial Grounds, focusing not only on the community's relationship with the land but also on the materiality of the site. Consider how the physical elements—such as soil, stones, vegetation, and burial artifacts—embody the community's history, memory, and identity.

Assignment 3: Based on workshop experiences in weaving, design the structure of a loom that will become an object / method of intervention in the site. Scale TBD

Assignment 4: Develop your Loom concept in 3d and integrate into AI tools

Studio

Assignment 1: Studio Site Model: Develop one site model for the entire studio – scale TBD

Assignment 2: Site Analysis and Mapping Diagrams

Assignment 3: Site Programming + Building the Loom Scale TBD

Assignment 4: Pop Up Community Engagement Workshops

Assignment 5: Defining the Edge condition at the Burial Ground / Street interface

Assignment 6: Reimagining the Street / Burial Ground: Developing the site concept integrating the Loom concept

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

Learning Outcomes:

- To apply architecture research methods for testing and evaluating innovative approaches to design. (NAAB PC.5)
- To devise and develop a process for shaping the built environment through design. (NAAB PC.2)
- To successfully identify and integrate multiple factors into a design process, working in at least two scales. (NAAB PC.2)
- To demonstrate the ability to understand and synthesize user requirements, regulatory requirements, site conditions, and accessible design into a design project. (NAAB SC.5)
- To demonstrate the ability to consider the measurable environmental impacts of design decisions. (NAAB SC.5)

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:

- As noted on the schedule, 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:

- Defined Rubrics and Feedback after each Workshop Assignment and Studio Review

Grading Assessment:

- **Assignments:** Quality and depth of individual and group assignments
- **Collaboration:** ability to work on a team creatively and productively
- **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 attendance at all scheduled portfolio related events.

Research Workshop (3 cr)

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| Weaving + Site Analysis | 30% |
| AI Integration/Loom Design | 30% |
| Research Publication | 30 % |
| Participation & Attendance | 10% |

Studio (6 cr)

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| Research + Analysis | 20% |
| Community Engagement | 10% |
| Design Development and Iterations | 30% |
| Final Project Presentation | 15% |
| Participation & Attendance | 10% |
| Final Portfolio - completion & submission | 15% |

- 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.
- F** Work is 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:

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 individual student.

For more information on grading guidelines and other CCNY policies and procedures, consult the current CCNY academic bulletins: <https://www.ccnycuny.edu/registrar/bulletins>

Office Hours:

Each studio/unit faculty member schedules 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/unit 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 advisor:

Graduate: Hannah Borgeson hborgeson@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 Learning, Teaching, and School Culture Guidelines, which can be accessed on the SSA website here:

<https://ssa.ccnycuny.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.ccnycuny.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.ccnycunyu.edu/accessibility/> or email disabilityservices@ccny.cuny.edu

Health And Wellness Support:

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

Gender Based Violence Resources

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

Library:

The school's library is a shared resource that is necessary supplement to all research and design work. Please direct questions to the library staff or the Architecture Librarian Nilda Sanchez-Rodriguez: nsanchez@ccny.cuny.edu

NAAB (National Architectural Accrediting Board)

The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit US professional degree programs in architecture. Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

More specifically, the NAAB requires an accredited program to produce graduates who: are competent in a range of intellectual, spatial, technical, and interpersonal skills; understand the historical, socio-cultural, and environmental context of architecture; are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and comprehend architects' roles and responsibilities in society.

Students should consult the NAAB website www.naab.org for additional information regarding student performance criteria and all other conditions for accreditation.

NAAB CRITERIA ADDRESSED ([2020 Conditions for Accreditation](#))

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

SC.5 Design Synthesis—how the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

CONTACT INFORMATION:

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Lama Hasan: TBD