Spitzer The Bernard & Anne Spitzer School of Architecture

Type of Course:	**Graduate Studio + Research Workshop/Design Seminar**
M.Arch 2nd yr:	ARCH 74100 Arch. Studio IV (6 cr) + ARCH 73501 Research Workshop (3 cr)
M.Arch 3rd yr:	ARCH 85200 Advanced Studio (6 cr) + ARCH 85200 Research Workshop (3 cr)
M.S. Arch:	ARCH 92102 Advanced Studio (6 cr) + ARCH 92202 Design Seminar (3 cr)
Class Meetings:	**Workshop M 09:30 a.m.–12:20 p.m.; Studio M/TH 2:00–5:20 p.m.**
Office Hours:	**M 12:20–01:20 p.m. (or by request)**
	M/TH 5:20–6:20 p.m. (or by request)
Instructor:	**Professor Paul Ruppert (pruppert1@ccny.cuny.edu)**
	Professor Lafina Eptaminitaki (lafept@gmail.com)
Location:	**Spitzer School of Architecture, Room 217**
Semester/Year	**Spring 2025**

G. K. Gilbert (1843–1918), Flooded homestead near Five Headings, Imperial Valley, Imperial County, California, 1905.
G.K Gilbert Collection, U.S. Geological Survey

Limits of Visibility

Resilience Center for North Shore, California

The history of the Salton Sea is one of flows and fluctuations. Periodically, when the Colorado River overflows its boundaries, giant lakes form—the Salton Sea and, before that, the larger Lake Cahuilla. These bodies of water support vibrant ecosystems, nomadic tribes, agriculture, and all manner of lives. Then, years later, the river is diverted south and the lakes dry up. In the same way, the Sea was once a thriving tourist destination, attracting more visitors per year than nearby Palm Springs in the ‘60s. But tourism halted when the scope of the environmental crisis in the region first revealed itself in the ’70s, and since then interest and effort in addressing the crisis have vacillated. Task forces are set up, studies are commissioned, management and renewal plans are outlined. But before real change can be implemented interest wanes, funding is withdrawn, and focus shifts to another, apparently more pressing crisis. Now, the recent discovery of valuable lithium deposits surrounding the sea foretells another cycle of investment and environmental degradation, while the combination of growing demand from faraway water districts and worsening climate change leads to more severe dust storms.

“Limits of Visibility” explores the illegibility of environmental and geologic time-scales of the climate crisis with the scale of our human experience. As dust changes color and thickens in the air, it brings materiality to environmental change.

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.

WEEKLY SCHEDULE, M 9:30 a.m.–12:20 p.m., M/TH 2:00–5:20 p.m.

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

W1		**Research Workshop (morning)**	**Studio (afternoons)**
Mon	01.27	**Grad Studio Lottery @ 9:30 a.m., Aaron Davis Hall** Workshop **Site Analysis (Research)**	Studio
Th	01.30		**Spitzer Convocation @ 2:00 p.m., Aaron Davis Hall** **Hour SSA – Draft Community Agreement (in studio) 3:00–4:00 p.m.** Studio *Coordination Meeting on Studio Travel*
W2			
Mon	02.03	Workshop **Nature vs. Infrastructure (Workshop)**	Studio
Th	02.06		Studio Precedent: Modeling Models (Due) *Sciame Lecture: Sara Zewde "The Aesthetics of Being"*
W3			
Mon	02.10	Workshop **Local Communities (Research)**	Studio *Sciame Lecture: Joel Sanders "Building Belonging: Equity, Health and Wellbeing in Public Space"*
Th	02.13		Studio Concept & Site Planning: Designing Site at Territorial & Architectural Scales (Due)
W4			
Mon	02.17	No Classes (College Closed)	
Tu	02.18	Workshop **I vs. We (Workshop)**	Studio

Th	02.20		Studio *Sciame Lecture: Jack Jen Gieseking "Lesbian Bars/Queer Parties: On How We Can Never Afford Them and Why We Need Them Anyway"*
F – M	**02.21 – 02.24**	**Site Visit to Palm Springs & Salton Sea** Workshop **Desert Climate Materials (Research)**	Studio
W5			
Mon	02.24	No Classes (Studio Travel)	No Classes (Travel)
Th	02.27		Studio *Sciame Lecture: Dolores Hayden "Domestic Revolutions, Then and Now"*
W6			
Mon	03.03	Workshop **Heavy vs. Light (Workshop)**	Studio Programming & Plan: Designing Resilience (Due)
Th	03.06		No Classes (Classes follow a Wednesday Schedule)
W7			
Mon	03.10	Workshop **Resilience (Research)**	Studio
Th	03.13		Studio *Mumford Lecture: Aimi Hamraie "Rethinking Livability"*
W8			
Mon	03.17	Workshop **Skin vs. Structure (Workshop)**	Studio
Th	03.20		Studio *Sciame Lecture: Chelina Odbert "Situating Justice: The Role of Planning and Design in Shaping a More Equitable Public Realm"*
W9			
Mon	03.24	Workshop **Representation Techniques (Research)**	Studio Building Integration No. 1: Envelope & Structure & Building Integration No. 2: Environmental & Life-safety Systems (Due)
Th	03.27		**Studio — Midterm Review**
W10			
Mon	03.31	No Classes	
Th	04.03		Studio Building Performance: Environmental Simulation (Due) **Mid-semester assessments** *Sciame Lecture: Despina Stratigakos "A Collaborative (Re)turn: Feminist Architectural*

			Historians Join Forces and Get Things Done…Again"
W11			
Mon	04.07	Workshop **Visible vs. Invisible (Workshop)**	**Grad Sharing Session** Studio
Th	04.10		Studio *Sciame Lecture: Screening of the film "Ada: My Mother the Architect" (2024)*
	04.12 – 04.24	Spring Recess, no classes	
W12			
Mon	04.21	Workshop **Images and Narrative (Research)**	Studio
Th	04.24		Studio Building Performance: Environmental Simulation (Due [Revision])
W13			
Mon	04.28	Workshop **Bound vs. Unbound (Workshop)**	**Studio — Three-quarter Review**
Th	05.01		Studio
W14			
Mon	05.05	Workshop	Studio
Th	05.08		Studio

FINAL STUDIO REVIEWS, May 9–15

FINAL EXAMS, May 16–22 – No studio work shall be required during final exams week.

Fri 9 May	Mon 12 May	Tue 13 May	Wed 14 May	Thu 15 May
Foundation	**Foundation**	**Grad Studios**	**Grad Studios**	**Grad Studios**
Williamson (Arch) Kuehl (Arch)	Rivera/Guzman Palacios (MLA)	Topolnytska (Arch) Salcedo (UD)	Melendez (Arch) King (MLA)	**Ruppert (Arch)**

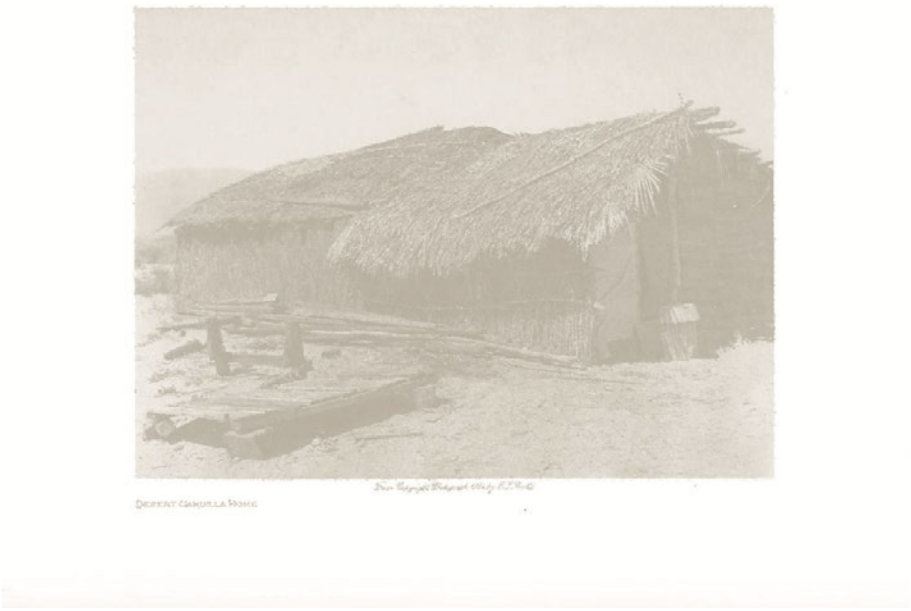
Th 05.15 Student Portfolios due for: SSA/CCNY Archive, etc. as directed by instructor

M/Tu 05.19 & 05.20 Clean-up Day (all materials, projects, and any other items must be removed from studio—no exceptions)

M/Tu 05.19 & 05.20 End of Semester Assessments (faculty only) – Grad Assessment on 5.20 at 2:00 p.m.

Tu 05.27 Final Grade Submission Deadline for faculty

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



Edward S. Cutis (1868–2952), Desert Cahuilla Home, 1926. The J. Paul Getty Museum, Los Angeles.

SPECIFIC LEARNING GOALS & OUTLINE OF ASSIGNMENTS (STUDIO)

Through its dialogue with (unincorporated) Eastern Coachella Valley communities, the non-profit Alianza Coachella Valley has begun plans to construct a Resilience Center to serve residents and visitors. While numerous sites have been explored, including the adaptive reuse of agricultural-industrial warehouses or existing commercial buildings, it has been determined that a ground-up building would provide the greatest architectural *resilience* in the face of a rapidly changing environment.

Considering initial research on (thermal) massive and reconfigurable structures amenable to the desert climate, students will design a Resilience Center at the southeastern edge of North Shore, California's Mortmar Marina neighborhood. Beginning with a two-fold concept meant to leverage the passive performance in both monumental mass and near-nomadic flexibility, students will work to synthesize these apparently opposing approaches into a single architectural proposal demonstrative of the *resilience* in their building's name.

Precedent

Modeling Models

From the midcentury, architectural innovation blossomed across the Coachella Valley. Living moved from indoors to out. Concrete walls were broken by vast expanses of glass. And low-slung, often metal roofs worked to blend building and site. However, despite the stylistic persistence of "Desert Modernism," the passage of time has shown these structures to be grossly inefficient. Buildings designed for seasonal use in winter struggled to maintain comfort in summer heat. Breeze block could not counteract solar gain through endless, single-pane glass. And the desert itself changed, becoming increasingly inhospitable to building materials and residents alike. Lending a critical eye to this midcentury architectural history, choose one [01] precedent demonstrating a more considered relationship to passive performance through thermal mass. Research, study, and model this precedent.

Even a critical focus on “Desert Modernism,” however, speaks only to the conclusion of a settler colonial process across the Coachella Valley and beyond. Prior to this period—and even to the Salton Sea itself—the indigenous Torres Martinez Desert Cahuilla espoused a worldview understanding of dramatic environmental change. Semi-nomadic life continued and knowledge passed to new generations even when the shores of prehistoric Lake Cahuilla shifted or the lake dried up entirely. Dwellings were at times permanent and at times temporary. Considering this semi-nomadism, choose one [01] precedent demonstrating the lightweight, reconfigurable, piecemeal, even mobile constructions that are untethered from any single site. (While consistent in character with a way of living in harmony with an unevenly distributed environment, these precedents need not pull from traditional structures.)

Deliverables:

- **One [01] axonometric building fragment or physical model and analysis for architectural precedent demonstrating thermal-massive structure, passive strategies for the desert climate.**
- **One [01] axonometric building fragment or physical model and analysis for architectural precedent utilizing lightweight, modular, reconfigurable structure appropriate for a changing site.**

Concept & Site Planning

Designing Site at Territorial & Architectural Scales (Week 03)

At a territorial scale—a territory that will expand over time, at that—Resilience Center site planning should demonstrate a proposed connection to Albert Frey’s historic North Shore Yacht Club (to the west), to major transportation artery CA-111 (to the north), to the Salton Sea State Recreation Area (to the east), and to the Sea’s edge (to the south).

At the architectural scale, these same factors are to be integrated in clearly defined spaces. Acknowledging Albert Frey’s Yacht Club, a west-facing entry to the Center must be visible and connect via permanent path. To the site’s northern edge, vehicular access and parking must be provided, including accommodations for buses bringing students and researchers to the Resilience Center. The building’s eastern face must connect to a raised path capable of negotiating any uneven ground along the two-mile walk to the State Recreation Area. And at the site’s southern limits, access to the water’s edge must be provided in the form of a boat launch and pier, to support Alianza’s community science research around water and air quality at the Sea.

* * *

To demonstrate an understanding of site and climatic change, students are to show existing and proposed building conditions at no less than four time periods: present site prior to construction (2024); site at completion of Resilience Center (2025); building and site changes twenty-five years after completion (2050); and building and site changes fifty years after completion (2075). Particular emphasis must be paid to the estimated location of the Salton Sea edge as it continues shrinking, as well as to the completion of government-funded infrastructure projects proposed for the North Shore Yacht Club marina. As the shoreline shifts and the site expands, shifting further from the water’s edge, proposed designs should reflect their name—that is, a *resilience* in programming the water’s edge should be maintained.

Schematic site planning demonstrating receding sea edge and proposed revisions over time will be considered the first third of the term. Updates to the same will be required following scheduled Three-quarter Review.

Deliverables:

- **One [01] Territorial site plan.**
- **One [01] Project site plan.**

- **One [01] Site section.**
- **Four [04] Site Diagrams showing receding Sea edge and any related revisions to site planning over time.**

Programming & Plan

Designing Resilience (Weeks 04–06)
[See attached Program section for additional description.]

Deliverables:
- **One [01] Concept statement, approximately 150 words.**
- **One [01] Concept diagram in any media.**
- **One [01] Program Diagram, all levels.**
- **One [01] Floor Plan, all levels.**
- **Two [02] Elevations.**
- **Two [02] Sections.**
- **One [01] Overall project axonometric (NTS).**

Building Integration No. 1: Envelope & Structure

Designing Envelope Systems & Assemblies (Weeks 07–09 [Midterm])
A site location on the Salton Sea edge in North Shore, California presents unique complications for building envelope and assembly. Intense desert heat, toxic winds and sandstorms, and the possibility of corrosion from a body of water twice as salty as the ocean suggest the need for massive, monumental, well-weathering enclosures. At the same time, the Sea is shrinking, retreating upwards of one-hundred feet per year. This suggests that to maintain a continued relationship with the water's edge, a more flexible, lightweight, and reconfigurable assembly is required. Negotiating these related if opposing considerations, students should design a building envelope/assembly demonstrating the coordination of both needs: one, thermal-massive and monumental building enclosure in concrete, stone, masonry, or similar; and two, lightweight, reconfigurable assemblies in aluminum, steel, fabric, and more.

Deliverables:
- **One [01] Axonometric fragment (NTS).**
- **Two [02] wall-sectional details.**

Designing a Primary Structural System (Weeks 07–09 [Midterm])
In addition to the environmental circumstances complicating building enclosure, the Coachella Valley present unique challenges for building structure. First, the area is part of the San Andreas Fault (SAF) and considered a high seismic hazard area throughout the Salton Trough. (Though research suggests emptying of the Salton Sea basin reduces stress on the SAF, with less water to bend or permeate the crust below, tectonic stress from plate motion has increased.) Second, the retreating of the Sea and resultant ecosystemic collapse has produced a ground condition that is highly unstable at the water's edge.

Keeping in mind these structural challenges, students are to design structural systems that are foundationally secure and capable of resisting seismic events. As with building envelope, systems are to be proposed in two materials, one massive/monumental and another lightweight/reconfigurable.

Deliverables:
- **One [01] cut-away or exploded axonometric (NTS).**
- **Two [02] wall-sectional details.**

** Note: These wall-sectional details should span from foundation to roof and must demonstrate coordination of envelope and structural systems. Inclusion of environmental control and life-safety systems required. **

Building Integration No. 2: Environmental & Life-safety Systems

Designing an Environmental Control System (Weeks 07–09 [Midterm])

Environmental control in the Coachella Valley is imperative, where almost one-third of the year sees temperatures top 100 degrees. As such, proposed Resilience Centers should include both passive and active strategies to maintain thermal comfort throughout the year. Students should note that infrastructural and economic resources are limited for North Shore residents, meaning that proposed Centers will provide an essential resource for cooling, including during regional power outages. Current air quality suggests the need for enclosed, active environmental control.

At the same time, remnants of midcentury development suggest a reliance on active environmental control, however efficient, does not demonstrate *resilience* in the Center's name. Passive systems including thermal mass, shading, ventilation, and more should also be integrated.

Deliverables:

- **One [01] cut-away or exploded axonometric (NTS; Revision from Building Integration No. 1).**

Designing Life-safety Systems (Weeks 07–09 [Midterm])

Building on building-systematic deliverables around envelope, structure, and (active) environmental control, students will be asked to confirm life safety systems. Beyond their relation to building circulation and programming, wider building systems must be calculated to allow code-compliant egress and ADA standards. Students may refer to the 2024 International Building Code (IBC) as needed.

Deliverables:

- **One [01] floor plan with overlays corresponding to emergency evacuation/egress.**
- **One [01] floor plan with overlays demonstrating ADA accommodations.**
- **One [01] revised program diagram (Weeks 04–06) showing occupancy loads (proposed) for all spaces.**

** Note: Two [02] means of egress for all program spaces, unless travel distance or occupancy load allow a single path. Use of fire-resistant materials where high-risk enclosures are present. ADA compliance throughout, including building no less than sixty percent of building entries. Compliance extended to significant exterior circulation and programming. **

Building Performance: Environmental Simulation

Simulating & Responding to Building Performance (Weeks 09–10; Revise Weeks 13–15)

Using Climate Studio, co-presented in Construction Tech III/Environment Systems, assess the performance of your Resilience Center. Point-in-time illuminance should reflect the Eastern Coachella Valley location and, whether addressing direct shading or solar radiation, should assign a time range appropriate for a public hour of operation. While consideration should be paid to all simulation tools, daylight analysis must be generated for all program levels.

Far from being a plug-and-play demonstration of your project, daylight simulations are meant to be a tool for project development and revision. Results of illuminance, daylight factor, and glare simulations should first be analyzed and then responded to.

* * *

Amplifying wider environmental circumstances born out of Salton Sea shrinkage and Eastern Coachella Valley agriculture, the sun and wind in North Shore become inseparable from public health crises around

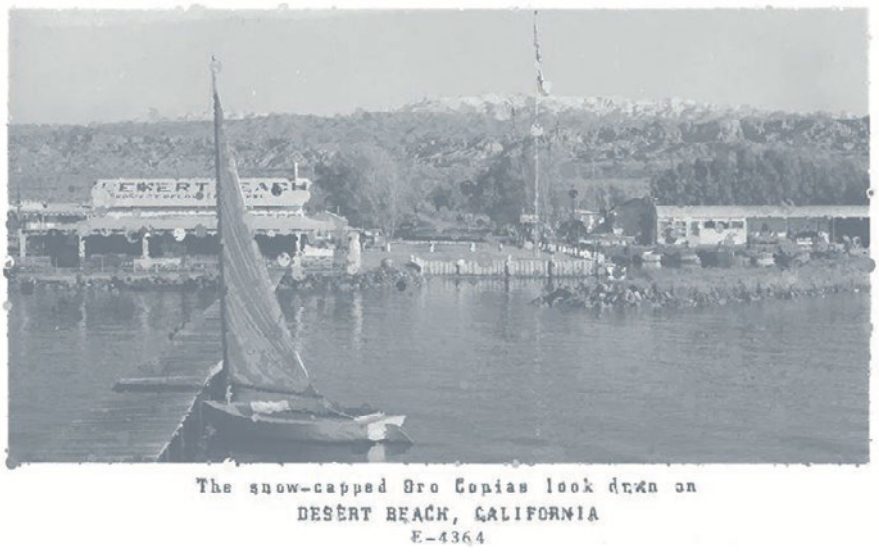
shade (equity) and air (quality). To address shade beyond the building's interior, students must simulate shade/shadow for their building proposal at: winter solstice; summer solstice; and spring/fall equinox. Simulations should consider both built (architectural) and cultivated (landscape) strategies.

Deliverables:

- **One [01] Climate Studio daylight simulation, all program levels.**
- **Three [03] axonometric shadow studies (Rhino or Climate Studio).**

** Note: Daylight simulations should show illuminance, daylight factor, and glare. Illuminance should be measured as minimum and maximum lux; daylight factor should be measured as a percentage; glare should be measured from imperceptible to intolerable daylight glare probability (DGP). **

Black-and-white photo postcard of salt piles in the Salton Sea with tractor visible in the background. Online Archive of California.



Burton Frasher Sr., The snow-capped Oro Copias look down on Desert Beach, California. 1949. Frasher Foto Postcard Collection, Pomona Public Library.

SPECIFIC LEARNING GOALS & OUTLINE OF ASSIGNMENTS (RESEARCH WORKSHOP)

"A concept is a brick. It can be used to build a courthouse of reason. Or it can be thrown through the window."

— Gilles Deleuze, *A Thousand Plateaus* (1980)

The term *Research Workshop* embodies a productive tension, one that thrives in the seemingly contradictory forces of the conceptual and the hands-on, the theoretical and the practical, the speculative and the grounded. Research suggests a world of inquiry, observation, and analysis; a process that often unfolds in contemplation and reflection. Workshop, on the other hand, implies collective action, immediate creation, and tactile engagement with materials, tools, and ideas. Together, these seemingly opposites can create a dynamic rhythm that fosters interdisciplinary thinking and active learning.

In this Research Workshop, we will embrace this duality by alternating between weeks of research and weeks of workshops based on a theme that intends to support and broaden the design studio curriculum. During research weeks, we will explore the contextual and investigative frameworks of the project through analysis, investigation, and discussion. During workshop weeks, we will transform that knowledge into tangible explorations through diagrams, drawings, and models. This cyclical structure mirrors the movement from idea to application, aligning with the integrated focus of the course.

It will also follow a trajectory from large to small-scale topics—from territory, history, and systems to materials and assemblies—culminating in the creation of two publications:

- A collaborative studio book, featuring one image per week from each student, serving as a collective exploration of the semester's themes.
- An individual project book, documenting each student's process from research to final design.

Both publications will support and enrich the studio's final review, providing a comprehensive narrative of the integrated work produced throughout the course.

Research: Site Analysis (Week 01)

Understanding the Salton Sea and Eastern Coachella Valley requires a multi-layered investigation into historical, ecological, and socio-political systems. Students will critically examine the overlapping natural and infrastructural systems while uncovering how colonial and indigenous histories have shaped this complex territory. This foundational research will frame the site as a complex and dynamic context for design.

Goals:

- Analyze the historical, ecological, and socio-political layers of the site.
- Explore the relationship between natural systems and infrastructural interventions.
- Discuss indigenous versus colonial histories and their impact on the territory.

Readings:

Robert Smithson, "A Provisional Theory of Non-Sites," (1968) in *Robert Smithson: The Collected Writings,* ed. Jack Flam (Berkeley: University of California Press, 1996), 364–367.

Traci Brynne Voyles, *The Settler Sea: California's Salton Sea and the Consequences of Colonialism* (Lincoln: University of Nebraska Press, 2021).
J.B. Jackson, "The Necessity for Ruins," in *Discovering the Vernacular Landscape* (New Haven: Yale University Press, 1984), 89–102.
Doreen Massey, "Space as a Product of Interrelations," in *For Space* (London: SAGE Publications, 2005), 9–15.
James Corner and Alex S. MacLean, "Mapping and Measuring," in *Taking Measures Across the American Landscape* (New Haven: Yale University Press, 1996), 5–25.
Mark Dion, "Ecological Imaginings," in *Travels of William Bartram Reconsidered* (Gainesville: University Press of Florida, 2010), 12–34.
Keller Easterling, "Disposition," in *Extrastatecraft: The Power of Infrastructure Space* (London: Verso, 2014), 21–46.

Deliverables:

- Ten [10] pages for the Project Book, reflecting your research (InDesign layout to be provided).
- One [1] timeline for the Studio Book (specific dimensions to be provided).

Issued: 01.27
Due: 02.03

Workshop: Nature vs. Infrastructure (Week 02)

Building on the research findings, this workshop will focus on mapping and visualizing site conditions, such as topography, water systems, and infrastructure. Students will articulate how natural and human-made systems overlap, contrast, or coexist through annotated site plans and sectional diagrams.

Goals:

- Translate research findings into visual site representations.
- Explore the intersections and tensions between natural and infrastructural systems.
- Develop diagrams that reflect spatial hierarchies and ecological dynamics.

Deliverables:

- One [1] annotated site plan.
- One [1] sectional diagram exploring vertical site layers.

Issued: 02.03
Due: 02.10

Community

Research: Local Communities (Week 03)

Students will explore the socio-cultural fabric of the Eastern Coachella Valley to investigate local community needs and challenges. By working with case studies and exploring community-based design processes, students will evaluate how local architectural typologies respond to social and climatic conditions.

Goals:

- Engage with local community needs and challenges.
- Examine strategies for community engagement in design.
- Analyze local architectural typologies and their response to social and climatic needs.

Readings:

Alianza Coachella Valley, “Community Engagement Strategies and Recommendations for Salton Sea Management Program” (December 2018).
Dolores Hayden, “The Social Meaning of Space,” in *The Power of Place: Urban Landscapes as Public History* (Cambridge: MIT Press, 1997), 15–44.
Lucy Lippard, “Looking Around: Where We Are, Where We Could Be,” in *The Lure of the Local: Senses of Place in a Multicentered Society* (New York: The New Press, 1997), 20–45.
Edward Relph, “Authenticity and Place,” in *Place and Placelessness* (London: Pion, 1976), 63–78.
Anna Heringer, “Empowerment Through Design: Building for Social Equity,” in *Architecture is a Social Act* (New York: Ruby Press, 2020), 90–103.

Deliverables:

- Ten [10] pages for the Project Book reflecting your research (InDesign layout to be provided).
- One [1] community engagement strategy diagram for the Studio Book (specific dimensions to be provided).

Issued: 02.10
Due: 02.18

Workshop: I vs. We (Week 04)

This workshop will focus on examining the relationship between individual, hybrid, and collective spaces. Students will investigate how these spaces are represented in local architectural typologies and how they address the needs of their communities and environments within a shared context. They will develop diagrams and models to visualize spatial transitions and their associated social implications.

Goals:

- Investigate the relationship between individual, hybrid, and collective spaces.
- Develop visual tools to represent community-driven design principles.
- Translate research into diagrams and models that reflect spatial hierarchies.

Deliverables:

- One [1] diagram exploring transitions between individual, hybrid, and collective spaces.
- One [1] physical site model demonstrating community interactions.

Issued: 02.18
Due: 02.24

Material

Research: Desert Climate Materials (Week 05)

Desert conditions demand innovative material strategies that balance thermal performance, durability, and flexibility. Students will research traditional and contemporary approaches suited to desert climates to assess material resilience in extreme environments.

Goals:

- Analyze the properties and applications of heavy and light materials.
- Investigate material strategies that address climate challenges.
- Develop an understanding of materials' thermal and structural performance.

Readings:

Reyner Banham, "The Architecture of the Desert," in *Scenes in America Deserta* (Salt Lake City: Peregrine Smith Books, 1982), 85–110.
Werner Sobek, "Innovations in Lightweight Design," in *Light Structures: Structures of Light* (Stuttgart: Edition Axel Menges, 2003), 52–76.
Andrea Branzi, "Diffuse Modernity," in *Weak and Diffuse Modernity: The World of Projects* (Milan: Skira Editore, 2006), 22–47.
Banham, Reyner, "The Plains of Id," in *Los Angeles: The Architecture of Four Ecologies* (Berkeley: University of California Press, 1971), pp. 77–111.

Deliverables:

- Ten [10] pages for the Project Book reflecting your research (InDesign layout to be provided).
- One [1] material analysis diagram for the Studio Book (specific dimensions to be provided).

Issued: 02.24
Due: 03.03

Workshop: Heavy vs. Light (Week 06)

In this workshop, students will experiment with integrating heavy (e.g., concrete, stone, and masonry) and light (e.g., aluminum, steel, and fabric) materials. By creating physical models, they will explore how contrasts in weight, texture, and material properties influence spatial perception and climatic performance. These studies will encourage an understanding of materials as both functional and expressive architectural elements.

Goals:

- Explore material contrasts in weight, texture, and application.
- Develop physical study models to investigate material performance and spatial impacts.
- Conceptualize how material strategies respond to climate and programmatic needs.

Deliverables:

- One [1] physical material study model illustrating heavy vs. light material systems.
- One [1] diagram illustrating material applications in climate adaptation.

Issued: 03.03
Due: 03.10

Building

Research: Resilience Center (Week 07)

Students will study architectural precedents of resilience centers to analyze programmatic elements and explore strategies for adapting to environmental challenges and community resilience. This research will define the core elements needed to design spaces that support communities in adapting to climate challenges.

Goals:

- Research resilience center precedents and their architectural strategies.
- Define programmatic needs that address environmental and social challenges.
- Explore design strategies that promote resilience at multiple scales.

Readings:

Albert Frey, *In Search of a Living Architecture* (New York: Architectural Book Publishing, 1939).
Mohsen Mostafavi and Gareth Doherty, eds., “Resilience in the Built Environment,” in *Ecological Urbanism* (Baden: Lars Müller Publishers, 2010), 250–275.

Deliverables:

- Ten [10] pages for the Project Book reflecting your research (InDesign layout to be provided).
- One [1] annotated program diagram for the Studio Book (specific dimensions to be provided).

Issued: 03.10
Due: 03.17

Workshop: Skin vs. Structure (Week 08)

This workshop will explore the interaction between building envelopes and structural systems. Students will produce detailed drawings that investigate how these elements address climate responsiveness, programmatic requirements, and material performance.

Goals:

- Visualize the relationship between skin and structure in architectural systems.
- Conceptualize and demonstrate how these systems interact to respond to climate and program.
- Develop detailed drawings that integrate envelope and structural strategies.

Deliverables:

- One [1] exploded axonometric drawing.
- One [1] detailed wall section illustrating envelope-structure integration.

Issued: 03.17
Due: 03.24

Atmosphere

Research: Representation Techniques (Week 09)

This research focuses on developing representational techniques to visualize environmental forces—such as wind, sun, and sand—that shape architectural experience in desert climates. Using tools like Climate Studio, students will create simulations and drawings that reveal the impact of these forces on architectural form and experience.

Goals:

- Develop representational techniques to capture environmental dynamics.
- Use simulation tools to visualize climate performance.
- Explore how environmental forces shape architectural design and representation.

Readings:

John van Dyke, “The Bottom of the Bowl,” in *The Desert: Further Studies in Natural Appearances* (New York: Scribner, 1918), chapter 3.
Danika Cooper, "Drawing Deserts, Making Worlds," in *Deserts Are Not Empty,* ed. Samia Henni (New York: Columbia University Press, 2022), 73–90.
Rachel Carson, “The Obligation to Endure,” in *Silent Spring* (Boston: Houghton Mifflin, 1962), 5–23.
Walter De Maria, *The Lightning Field* (New York: Dia Art Foundation, 2017).
Nancy Holt, *Sun Tunnels* (New York: Aperture, 2018).

Deliverables:

- Ten [10] pages for the Project Book reflecting your research (InDesign layout to be provided).
- One [1] environmental simulation diagram for the Studio Book (specific dimensions to be provided).

Issued: 03.24
Due: 04.07

Workshop: Visible vs. Invisible (Week 11)

In this workshop, students will explore transparency and opacity as architectural tools to address environmental and material visibility. Through layered drawings or collages, they will conceptualize and demonstrate how visibility and invisibility manifest in the project’s site and context, addressing questions of perception in design.

Goals:

- Experiment with transparency and opacity in architectural design.
- Create layered visual representations that reflect environmental and material dynamics.
- Investigate how perception shapes spatial and environmental design.

Deliverables:

- One [1] layered perspective drawing or collage.
- One [1] oblique drawing.

Issued: 04.07
Due: 04.21

Object

Research: Narrative and Images (Week 12)

In this phase, students will refine their project narratives to articulate the core ideas behind their design. This involves curating a cohesive selection of images, diagrams, drawings, and model photographs to effectively communicate the story of their process and outcomes. By exploring the relationship between visual and textual representation, students will develop a narrative that seamlessly integrates design concepts with their visual communication strategies.

Goals:

- Refine and finalize a cohesive narrative that articulates the project's ideas.
- Curate visual materials to represent the project's conceptual framework and progression.
- Explore the interplay between textual and visual storytelling in design communication.

Readings:

Antoine Picon, "The Role of Narratives in Architecture," in *Digital Culture in Architecture: An Introduction for the Design Professions* (Basel: Birkhäuser, 2010), 75–95.
Maya Lin, "Between Art and Architecture," in *Boundaries* (New York: Simon & Schuster, 2000), 18–40.
Olafur Eliasson, "Light and Perception," in *Studio Olafur Eliasson: An Encyclopedia* (London: Taschen, 2008), 112–135.

Deliverables:

- Ten [10] pages for the Project Book reflecting your research (InDesign layout to be provided).
- One [1] storyboard or narrative diagram for the Studio Book (specific dimensions to be provided).

Issued: 04.21
Due: 04.28

Workshop: Bound vs. Unbound (Week 13)

This workshop focuses on transforming refined narratives into physical artifacts. Students will assemble and bind both a collaborative studio book and individual project books, experimenting with formats that reflect their research and design process. They will also explore approaches to presenting their final work on walls during the final review versus within the bound book, considering how different formats convey different aspects of their narrative.

Goals:

- Develop both collaborative and individual books as artifacts of process and narrative.
- Experiment with formats, sequencing, and binding to reflect design journeys.
- Investigate methods for presenting work across formats, balancing book layouts and on-wall displays.

Deliverables:

- One [1] collaborative studio book featuring contributions from all students.
- One [1] individual project book documenting each student's process and outcomes.

Issued: 04.28
Due: 05.05

REFERENCES

Readings:

Peter Reyner Banham, *Scenes in America Deserta* (Salt LAke City: Peregrine Smith, 1982.) LINK. See esp. “Man and More,” chapter ten, 191–207.

Gilles Clement, *Manifesto of the Third Landscape*. LINK

Danika Cooper, "Drawing Deserts, Making Worlds," in *Deserts Are Not Empty*, ed. Samia Henni (New York: Columbia University Press, 2022), 73.

Arthur P. Davis, “The New Inland Sea: An account of the Colorado River Break” in *National Geographic* (January 1907). LINK

John van Dyke, “The Bottom of the Bowl,” chapter three in *The Desert: Further Studies in Natural Appearances* (New York: Scribner, 1918). LINK

David Harriman, “Flood Timeline,” Life of the Salton Sea, accessed January 13, 2025, https://lifeofthesaltonsea.org/flood-timeline.

Samia Henni, ed., *Desert Are Not Empty* (New York: Columbia University Press, 2022).

Samia Henni and Traci Brynne Voyles in discussion with Paul Ruppert and Gillian Shaffer-Lutsko, 2022. MANUSCRIPT COPY.

Catherine Ingraham, “The Burdens of Linearity: Donkey Urbanism,” chapter three in *Architecture and the Burdens of Linearity* (New Haven: Yale University Press, 1998), 62–86.

Ezgi İşbilen, “Desert Dreams and Techno-Utopian Nightmares: The Complex History of California City and the Colonial Gaze Towards the Desert,” *Journal of Architectural Education* 77 no. 2, “Deserts” (2023): 265–77.

Rebecca Plevin, “In the dust of the Coachella Valley, residents push for a park along the shrinking Salton Sea,” *Los Angeles Times* (Los Angeles, CA), Dec. 16, 2024. LINK

Ellen Lloyd Trover, *Birth of the Inland Sea: How the Colorado River Created the Salton Sea* (Lloyd Trover Partnership, 2018)

Shota Vashakmadze, “A Visit to the Nonsite,” unpublished (2023). MANUSCRIPT COPY.

Traci Brynne Voyles, *The Settler Sea: California’s Salton Sea and the Consequences of Colonialism* (Lincoln: University of Nebraska Press, 2021).

Precedents:

Robert Smithson, Salton Sea Project, Circular Ramp and Coastal Crescents (1972). See also: Aldo Leopold, “The Land Ethic” in *A Sand County Almanac* (1949). LINK

CEDG Architects, Community Resilience Center, Coachella, California (Unbuilt). LINK

Photo Archives:

C. C. Pierce, Title Insurance and Trust and C. C. Pierce Photography Collection 1860–1960, California Historical Society Collection, University of Southern California Library. LINK

Dick Whittington Photography Collection, 1924–1987, University of Southern California Library. LINK

Los Angeles Public Library Photo Collection. LINK

John and Jane Adams Postcard Collection, San Diego State University Library. LINK

Frasher Foto Postcard Collection, Pomona Public Library. LINK

PROGRAM

To program a Resilience Center presents a unique challenge, one contained within is name—that is, resilience. The consequences of time's passage, always significant in determining the continued occupancy and overall lifespan of a building, are amplified in the presence of dramatic environmental and site changes beyond the architect's control. A considered look at architect Albert Frey's North Shore Yacht Club (NSYC) confirms the results of nonresilience. Flooding in 1981 destroyed the North Shore Jetty and with it the purpose behind the structure's construction, leading first to closure and then abandonment. Disappearance of the Sea amplified the inherent irony of constructing a yacht club in the desert, beaching maritime design features (porthole windows and masts) like wrecked ship and landlocking what was California's largest marina. Cladding materials have weathered, corroded, and disintegrated in the face of sandstorms and salty air. Even architects, citing 2015 National Register of Historic Places designation and recent rehabilitation of the NSYC, have argued against Riverside County Economic Development Agency proposals meant to turn the so-called "Compass Room" into a teen center for the community. . . .

With the pursuit of resilience in mind, students will be asked to carefully consider and conceptualize the program of a Resilience Center for North Shore and the wider Eastern Coachella Valley. While programming listed below reflect the needs identified by Alianza in conversation with residents, spaces should abandon any single categorization or inflexibility in favor of more flexible multiplicity. Careful consideration against future predictions for the Sea and region are recommended to ensure continued occupancy. Proposed tenants at project completion include: Alianza Coachella Valley, the aforementioned community not-for-profit; Líderes Campesinas, a women-led group advocating for farmworkers and youth; KDI (Kounkuey Design Initiative), community development and design nonprofit; the Eastern Coachella Valley branch of youth-development program YLI (Youth Leadership Institute); the LGBTQ Community Center of the Desert; community-rights lawyers at Beaman Jacinto Law; ECV Parents; and the community of community scientists playing a central role in documented environmental change around the Sea.

Separation of program clusters and climate seals are recommended. All spaces must meet California/International Building Code requirements for egress as well as ADA minimums for accessibility. While movement from interior to exterior is important, and rightly valorized as a tenet of midcentury Desert Architecture, note that local climate factors like (toxic) dust, salt, and extreme heat demand clear enclosure of certain program spaces. Square footage and measurements listed below should be understood as minimums. Outdoor spaces may be subdivided as desired, but must meet the requirements listed for gross square footage, program access, and covered area.

"I" or Individual Spaces

Nine [09] **Private Offices & _____** **140 SF/Ea.** **Min. 12' H**

Enclosed private offices for regional nonprofits and businesses. All spaces should be identical in material and construction but not necessarily orientation or organization. Careful consideration of resilience in these spaces is required.

Three [03] **Spaces for Storage & _____** **250 SF/Ea.** **Min. 7' H**

A space to store things of all sorts for each program cluster. May be contained within or shared between Cooling/Community, Business/Working, and Agricultural program clusters

Nine [09] **Outdoor Spaces (Rooms open to the Sky) & _____** **75 SF/Ea.** **N/A**

Individual outdoor spaces connected to each private office space. No less than fifty percent [50%] of patio space must be covered by a roof, protected from the elements.

One [01] **Community Science Lab, Boathouse, & _____** **500 SF** **N/A**

Alianza's Thriving Salton Sea Communities, part of their Thriving Health endeavor, partners locals residents and scientific researchers to measure water and air quality across the sea and, in doing so, create actionable data to support advocacy work. Together with designed water access (see below), this structure will provide a base for research work that is currently housed under collapsible tents, in trucks parked on the sand, and across the sun-drenched beach.

"I/We" Hybrid Spaces

Four [04] **Bathrooms** **250 SF/Ea.** **Min. 8' H**

Interior wet spaces or bathrooms to be shared between no less than two [02] program clusters. A clear, 5'0" turning radius is required to ensure accessibility. Separation or subdivision into discrete spaces at a smaller scale, with resultant increases in floor area, is allowed.

Two [02] **Bathrooms (Family/Nursery)** **70 SF/Ea.** **Min. 8' H**

Interior wet spaces or bathrooms for families and nursing persons. A clear, 5'0" turning radius is required to ensure accessibility.

Three [03] **Conference Rooms, Classroom, & _____** **300 SF/Ea.** **Min. 12' H'**

Semi-enclosed spaces for conference-style meetings, training sessions, education, and more. Spaces should accommodate shifts toward either more private or more public use, as the degree of transparency appropriate for LGBTQ or youth use (high) is opposite the one for legal consultation (low to none).

Six [06] **Outdoor Spaces & _____** **150 SF/Ea.** **Min 8' H**

Outdoor spaces connecting each program cluster and framing entry, including to wider/territorial site planning. No less than fifty percent [50%] of porch space must be covered by a roof and sheltered from the elements. Outdoor Spaces must connect no less than two [02] separate program clusters.

Six [06] **Garden Spaces & _____** **200 SF/Ea.** **N/A**

Exterior garden spaces adjacent to clustered/aggregated program clusters. Gardens may be understood as tools for producing shade, shielding views, or containing space rather than sites of cultivation. Garden Spaces must connect no less than two [02] program clusters.

"We" or Collective Spaces

One [01] **Business Incubator, Workforce Development, Coworking Center, & _____** **2000 SF** **Min. 15' H**

Large-scale workspace shared between multiple local businesses and nonprofits. No less than thirty [30] workstations should be provided, with approximately half earmarked for local youth. Estimate around fifty [50] square feet per station.

One [01] **Cooling Center, Event Space, Emergency Shelter, & _____** **3000 SF** **Min. 20'' H**

Large-scale space open to uses ranging from the athletic/playful to the celebratory, entrepreneurial, and beyond. Also to serve as temporary shelter in the event of an emergency, necessitating proximity to on-site parking and emergency vehicle access (EVA).

One [01] **Agribusiness Incubator, Public Marketplace, Community Kitchen, & _____** **2500 SF** **Min. 15' H**

Large-scale indoor marketplace and cold-storage space supportive of adjacent large-scale program clusters, but also of the ECV's agricultural economy. Cold storage spaces (refrigeration and freezing) for produce required. Connection to food preparation space, supportive of Event Space and Emergency Shelter as well as daily users of Workforce spaces, is required..

One [01] **Gallery, Reception, & _____** **300 SF Min.** **Min. 15' H**

Gallery space available to all community institutions and a space to receive visitors and control site access/security. Program may be combined with enclosed *circulation if desired.*

One [01] **Community Kitchen & _____** **3000 SF** **Min. 10' H**

An enclosed wet space to be shared by all program clusters, for medium-scale meal preparation.

One [01] **Cafe, Dining Room, Lunchroom, & _____** **750 SF** **Min. 10' H**

An enclosed dining space to be shared by all program clusters. Or, a place for daily breaks by those working on site; a dining room for food-based entrepreneurship; a casual meeting spot; and more. Connection to Community Kitchen, Event Space, and Multipurpose Outdoor Space required.

One [01] **Multipurpose Outdoor Space** **2500 SF** **N/A**

A shared outdoor patio space open to the sky. Connection to all program clusters required. No less than fifty percent [50%] of patio space must be covered by a roof, protected from the elements.

One [01] **Space for Water Access & _____** **Variable** **N/A**

Access to the water is essential to support Community Science research and will, if properly designed, allow for continued engagement with the water's edge as it retreats. (Education around the Sea depends upon destigmatizing the shoreline.)

One [01] **Space for Parking** **Variable** **N/A**

Charging for electric vehicles (EVs) required.

G. K. Gilbert (1843–1918), Beach of Lake Cahuilla in cove west of El Toro, Imperial County, California, 1905.
G.K Gilbert Collection, U.S. Geological Survey

SITE

Against adaptive reuse of any existing, nonresilient structure in the Eastern Coachella Valley—a building likely to have been constructed with limited budget and to have suffered the effects of severe climate—designs for a new North Shore Resilience Center will be located on undeveloped land in North Shore. Spread across two parcels, one owned by the California Bureau of Land Management and the other by the Imperial Irrigation District, the site sits at the midpoint between Mortmar (the site of Frey's Yacht Club and the Marina) and Desert Beach (former site of mid-20th century Date Palm beach Resort). Further to the south east along the shoreline, past Desert Beach, is the Salton Sea State Recreation Area, home to a recently constructed Visitor Center as well as Sneaker Beach, amenities for camping, and water access.

Parcel No. 1
BUREAU OF LAND MANAGEMENT
OBJECT ID: 17258
OWN_LEVEL Federal
OWN_AGENCY United States
Bureau of Land Management
Shape Area 464,568,454
Shape Length 2,909,998

Parcel No. 2
UNDEFINED (IMPERIAL IRRIGATION
DISTRICT [TO CONFIRM])
APN: 723240014
Property Address - No Situs -
Property Type - Unknown
Tax Rate Area (TRA) 058-069 COACHELLA
USD
Approximate Lot Size - 3,811,500 SQFT/ 87.5
ACRES
Legal Description 87.50 ACRES M/L IN POR
SW 1/4 OF SEC 34 T7S
R10E FOR TOTAL DESCRIPTION SEE
ASSESSORS MAP

Travel to Salton Sea & Project Site

To properly understand and respond to the complexities of the Salton Sea, students will travel to California's Coachella Valley in the first half of the semester. Participants are encouraged to consider: longue durée histories of the Salton Sea, however imperceptible in slow climatological, geological, demographic, and hydrological changes; both vernacular and mid-century architectural responses to the desert climate, including an assessment of their environmental ethics and relative inflexibility; the absence of essential infrastructure(s), from communications to transportation; air pollution and shade inequity, contributors to an ongoing public health crisis; . . . and the overarching spectre of a continually retreating Sea, amplifier of so much of the aforementioned and of unpredictable futures.

W4–W5

F 02.21

Day One: Depart New York City for Palm Springs

TBD Depart NYC, Arrive PSP (Palm Springs International Airport)
3400 E Tahquitz Canyon Way
Palm Springs, CA 92262

TBD Check in at Palm Springs hotel

S 02.22

Day Two: Palm Springs Modernism & Lightweight Construction

TBD [Breakfast]

09:00 a.m. Self-Guided Tour of Frey House II
686 Palisades Dr.
Palm Springs, CA 92262

11:00 a.m. Tour Architecture & Design Center (Santa Fe Federal Savings & Loan. E. Stuart Williams, 1961)
300 S Palm Canyon Dr.
Palm Springs, CA 92262

12:30 p.m. [Lunch]

01:30 p.m. Tour Palm Springs Art Museum (E. Stuart Williams, 1958) and Aluminaire House (A. Lawrence Kocher and Albert Frey, 1931)
101 N Museum Dr.
Palm Springs, CA 92262

03:00 p.m. Drive to Palm Springs Visitor Center (Enco Service Station. Albert Frey, 1965)
2901 N Palm Canyon Dr.
Palm Springs, CA 92262

03:30 p.m. Driving tour of midcentury homes including: Racquet Club Estates (Alexander Construction Company Steel Houses. Donald Wexler and Richard Harrison, 1960).
2744 N Vía Miraleste
Palm Springs, CA 92262

Su 02.23

Day Three: North Shore, The Salton Sea, & Project Site

TBD [Breakfast]

09:00 a.m. Depart Palm Springs, Drive to North Shore, CA

10:30 a.m. Tour Bombay Beach
Bombay Beach, CA 92257

12:30 p.m. [Lunch at Ski Inn]
9596 Avenue A
Bombay Beach, Niland, CA 92257

01:30 p.m. Visit North Shore Beach & Yacht Club (Albert Frey, 1959) and walk Desert Beach. Document site conditions.

99155 Sea View Dr.
Mecca, CA 92254

03:30 p.m. Visit Salton Sea State Recreation Area
100225 State Park Rd.
Mecca, CA 92254

04:30 p.m. Return to Palm Springs

Note: When walking the shores of the Salton Sea, please watch your step and exercise care. While the ground may appear solid, it is best to avoid runoff, exposed lakebed, and mudpots/quicksand at the water's edge.

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M 02/24 Day Four: Return from Palm Springs to New York CIty

TBD [Breakfast]

TBD Check out at Palm Spring Hotel

TBD Depart PSP, Return flight to NYC
3400 E Tahquitz Canyon Way
Palm Springs, CA 92262

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

Learning Outcomes:

- Application of architecture research methods for testing and evaluating innovative approaches to design. (NAAB PC.5)
- Development and application of a process for shaping the built environment through design. (NAAB PC.2)
- Application of methods for integrating multiple factors into a design process, working in at least two scales. (NAAB PC.2)
- Development of the ability to make design decisions in the design of a building while integrating the following. (NAAB SC.6)
    - A building envelope system and assembly
    - A primary structural system
    - An environmental control system (passive or active, depending on project context)
    - Life safely systems
- Development of the ability to consider the outcome of building performance by at least one quantitative measure. (NAAB SC.6)
- Students in ARCH 74100 (Architecture Studio IV) and ARCH 85210 (Architecture Studio VI), alongside ARCH 73501 and ARCH 85200 (Research Workshop), will approach work through a general focus on Integration. Learning outcomes for the course are designed to frame this essential architectural concern through NAAB criterion while supporting iterative project development. While projects will be developed in groups, methods for assessment will focus on individual contributions to required deliverables and on individual understanding of the topics under consideration.

    "Limits of Visibility," focuses on critically addressing the exigencies of climate change along the northern shore of California's Salton Sea, collaborating with Eastern Coachella Valley (ECV) non-profit organizations toward resident self-determination and climate resilience.

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:

- Representation of the core learning objectives through analytical presentations and orthographic drawings, axonometric drawings, physical models.
- Legibility of analysis and response, including integration of: territorial-scale research and climate response; climate response into building proposal as exterior program space enclosed by light-weight, flexible system; climate simulations; ADA compliance.

Grading Assessment:

- **Attendance**: Cons
- **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)

Research Deliverables	30%
Workshop Deliverables	30%
Collaborative & Individual Book/Publication	30%
Participation & Attendance	10%

Studio (6 cr)

Site Research and Analysis	20%
Project Concept and Schematic Design Response (Midterm Review)	20%
Project Revision and Environmental Simulation (3/4 Review)	20%
Project Synthesis & Representation (Final Review)	25%
Participation & Attendance	10%
Final Portfolio - completion & submission	5%

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.

Grading Scale

LETTER	RANGE
A+	EXCEPTIONAL
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-77
F	69 OR BELOW

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.ccny.cuny.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

Learning, Teaching, and School Culture Guidelines:
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.ccny.cuny.edu/about/policies/.

Absence & Lateness:
Arriving more than ten minutes late to class will constitute an absence. Two unexcused absences from Studio (or one from Research Workshop) will result in a whole letter grade deduction from a final grade; more than four from Studio (or two from Research Workshop) 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, or generated by AI tools *without proper attribution* will result in automatic failure of the entire course.

Wherever possible, AI-produced works are not to be presented as raw, unedited outputs; some layer of critical revision, editing, or iteration is expected. If such tools are used, standard requirements of citation must be met, including: which AI tool was used; what prompt was used to generate the results; and date of access/creation. Since AI tools cannot take responsibility for submitted work or assert conflicts of interest, they cannot meet the requirements for authorship. Even when transparent in disclosing the use of AI tools, authors who use these tools remain responsible for the content of the work produced and are liable for any breach of ethics.

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 Nilda Sanchez-Rodriguez:
nsanchez@ccny.cuny.edu

Generative AI:
The use of generative AI tools—including ChatGPT, DALL-E.2, Midjourney, Stable Diffusion, and other similar tools—is allowed in this course, provided these tools are used critically and their outputs are carefully interrogated. The use of generative AI tools for written production, particularly concept statements and project descriptions is prohibited unless discussed with and approved by your instructor. They should not stand in for or replace the use of tools and software specifically designated for coursework. Wherever possible, AI-produced works are not to be presented as raw, unedited outputs; some layer of critical revision, editing, or iteration is recommended.

If such tools are used, standard requirements of citation must be met including: which AI tool was used; what prompt was used to generate the results; and date of access/creation. Since AI tools cannot take responsibility for submitted work or assert conflicts of interest, they cannot meet the requirements for authorship. Even when transparent in disclosing the use of AI tools, authors who use these tools remain responsible for the content of the work produced and are liable for any breach of ethics.

For citations, the Chicago Manual of Style is recommended:
https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html

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.6 Building Integration— 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.

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