Spitzer The Bernard & Anne Spitzer School of Architecture

Type of Course:	**Graduate Studio + Research Workshop/Design Seminar**
MUD 3rd yr:	UD 62001 Advanced Studio (6 cr) + UD 62100 Research Workshop (3 cr)
M.Arch 3rd yr:	ARCH 85200 Advanced Studio (6 cr) + ARCH 85200 Research Workshop (3 cr)
M.S. Arch:	ARCH 92102Advanced Studio (6 cr) + ARCH 92202 Design Seminar (3 cr)
Class Meetings:	**Workshop M 9:30-12:20; Studio M/TH 2:00-5:20pm**
Office Hours:	**Salcedo: Monday, Thursdays 1-2 pm per appointment**
Instructor:	**Professor Julio Salcedo, Deniz Onder**
Location:	**217**
Semester/Year	**Spring 2025**

GENERAL DESCRIPTION

STUDIO: This advanced studio explores a trans-scalar 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 design and thesis and design proposition.

RESEARCH WORKSHOP: This required seminar course focuses on special topics of study that support and broaden the design studio curriculum. In collaboration with the Studio, the seminar will explore methods for selecting, analyzing, and representing data and design processes through the use of innovative digital tools. The primary aim of the seminar is to provide foundational information on storytelling workflows that help students curate their project design narratives, diverse stakeholders through multi-scalar representation techniques (maps, data visualization, spatial and environmental analysis and AI tools). Students co-enroll in this course with their architectural design studio.

Urban Design Lab: Contestedness and Circularity as Means for Urban and Environmental Justice: Mining Houston's Contradictions towards Socio-economic and Environmentally Just Urban Futures

OVERVIEW
The Urban Design Lab is devoted to cultivating responsive urban visions that reimagine the fundamental essence of cities. Adopting a multifaceted approach that prioritizes contestedness and circularity, we are resolute in confronting the prevailing paralysis caused by restrictive modes of design, planning, and governance, which perpetuates social and environmental injustices. Our overarching objective is to replace these constraints with strategic interventions that initiate radical transformations in the existing systems, fostering adaptive and just frameworks.

SPECIFIC DESCRIPTION

The **Urban Design Lab** embodies a visionary quest for a socially, environmentally just, and adaptive city, setting itself apart from conventional planning and design authorities. This initiative reimagines urban governance and systems, confronting the complexities inherent in our ever-evolving cities.
This semester, the **Urban Design Lab** explores speculative trans-scalar intersections and lines of inquiry through case studies in Houston, Texas. With a focus on two contrasting areas—Rice University and Baytown—the course investigates the spatial, ecological, and infrastructural disparities between resource-abundant and historically disenfranchised communities. Students will develop research-driven, speculative design proposals aimed at fostering more equitable urban futures in the face of environmental challenges.

The course will engage closely with **Rice University's campus architect and master planning team**, as well as the **University of Houston's School of Architecture**. These collaborations will provide real-world insights into campus development and environmental justice initiatives, fostering cross-institutional dialogue and actionable design outcomes.

SPECIFIC LEARNING OBJECTIVES
Studio Portion:

- Students will develop a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.
- Critically analyze urban systems and ecologies through lenses of environmental and social justice.
- Explore the historical, ecological, and socio-economic factors that shape urban contexts.
- Engage in interdisciplinary research to develop speculative design interventions that address resilience, sustainability, and inclusivity.
- Operate through trans-scalar methodologies, from planetary and regional scales to urban, architectural, and material scales; from ecological patches to functional ecosystems to propose actionable urban and architectural strategies.

Workshop Portion:
- Enhance individual student's design and conceptual framework by focusing on a set of readings, group discussions, and research for understanding digital platforms could enhance urban design projects.
- Students will learn and deploy digital tools as means to test and advance speculative design. These tools will include environmental and geographic data tools, which will include Rhino, Grasshopper, ArcGIS, QGIS, Photoshop, Illustrator, InDesign
- Students will engage in new digital workflows for represent their research and design ideas
- Enable students to learn at their own pace using self-directed tutorials

PROGRAM and SITE:

Case Study 1: Circularity and Reciprocity at Rice University
- Focus: The communities and ecologies adjacent to Rice University, particularly Rice Village and the Medical Center, and their integration into campus master planning initiatives.
- Themes: Circularity and reciprocity between Rice and adjacent communities, resilience strategies, carbon reduction, sustainability initiatives, housing density, and economic equity.
- Scope: Explore urban typologies and neighborhood-scale interventions that address issues of accessibility, sustainability, and inclusivity.
Specific Deliverables:
- Develop site-specific design interventions focusing on urban typologies such as mixed-use developments, eco-corridors, and green infrastructure.
- Propose new frameworks for campus-community interactions that foster social reciprocity and environmental sustainability.
- Create architectural-scale proposals for adaptive reuse, density optimization, and mobility infrastructure.

Case Study 2: Environmental Justice in Baytown, Texas
- Focus: The historically disenfranchised and environmentally burdened community of Baytown, impacted by industrial pollution and environmental degradation.
- Themes: Environmental justice, equitable urban regeneration, resilience against environmental risks, and community empowerment.
- Scope: Utilize the concept of a "Gaia Device" as presented by U of H to propose site-specific interventions that address both human and non-human ecosystems. See further references to address deliverables.
Specific Deliverables:
- Develop speculative "Gaia Device" architectural prototypes that address environmental remediation and adaptive reuse of industrial sites.
- Propose large-scale resilience strategies for flood management, pollution mitigation, and habitat restoration.
- Explore trans-scalar solutions that integrate regional environmental systems with local architectural interventions.

MODULES

The course is divided into four modules:
Module 1: Contextual Mapping (Collaborative)
> Objective: Create comprehensive maps representing the ecological and socio-economic dynamics of the two case study areas.
> Deliverable: Collaborative site model and mapping portfolio.

Module 2: Site-Specific Research and Narrative Development
> Objective: Investigate key environmental and social challenges in the two case studies and develop speculative design narratives addressing these issues.
> Deliverable: Research dossier, narrative framework, and preliminary design concepts.

Module 3: Design Proposals (Trans-Scalar Interventions)
> **Rice University Case Study**
> Objective: Develop urban typologies and neighborhood-scale interventions for Rice and its surrounding areas.
> Deliverable:
> - Large-scale site analysis documents.
> - Urban design proposals integrating housing, mobility, and ecological infrastructure.
> - Architectural-scale drawings, physical models, and visual presentations.
>
> **Baytown Case Study**
> Objective: Develop the "Gaia Device" as a speculative architectural prototype addressing local environmental challenges.
> Deliverable:
> - Large section and site analysis documents.
> - Physical models of Gaia Devices.
> - Integrated resilience frameworks addressing pollution remediation and community inclusion.

Module 4: Final Presentation and Synthesis
> Objective: Refine and present final design proposals for academic review and public exhibition.
> Deliverable:
> - Final portfolio (including research, site analysis, and design proposals).
> - Zine summarizing key research insights and design visions.
> - Public presentation and exhibition showcasing the two case studies.

COLLABORATIVE PARTNERS:
- **Rice University Campus Architect and Master Planning Team**
  - Key focus: Inform design proposals through real-world insights from Rice's ongoing campus planning efforts.
- **University of Houston School of Architecture**
  - Key focus: Support Baytown site research and conceptual development of "Gaia Device" prototypes.

DESIGN LAB / STUDIO TRAVEL:
The Design Lab has organized a site visit during the first week of March to Houston, TX – dates to be confirmed 3/2 to 3/6 - to meet with our collaborative partners and visit the case study sites. The site visit is pending SSA and CUNY approval and depends on the availability of financial support. The site visit will conform to all SSA and CUNY guidelines, regulations and requirements for which the students class will be appropriately brief. The site visit is not mandatory but it is highly recommended.

BACKGROUND
The Urban Design Lab embodies a visionary quest for a socially, environmentally just, and adaptive city, setting itself apart from conventional planning and design authorities. This initiative calls for a reimagination of urban governance and systems, confronting the complexities inherent in our ever-evolving cities.

As cities evolve, our collective paralysis hinders systemic change, with public policies often failing to adapt to new needs and contexts. The Lab takes a critical approach, interrogating design's complicity in bureaucracy and its

inadequacy in achieving equity, sustainability, and justice. Through strategic design, we aim to uncover the origins of urban challenges and propose transformative futures. We will leverage the current ecological deficit, structural injustices, and manufactured scarcity as opportunities for transformative change. By conducting a forensic analysis of the existing state and envisioning alternative possibilities, students will gain insights into the power dynamics and influences shaping the built environment.

Central to our process is an architecture of participation, contestedness and circularity redefining the designer's role as a "tester of hypotheses" through the use of critical technology. The supporting Seminar will support work in the Lab by intensively engaging digital representation as a method for designing and evaluating urban systems and as a contested site in itself. We embrace the concept of the "comprehensive designer," encompassing roles as inventors, dreamers, agitators, analysts, and activists. Complicating the relationship between drawing, observation and data, we foster critical imagination and research to facilitate ongoing change and exchange.

In our pursuit, the Lab will explore innovative methodologies and technologies, harnessing critical thinking, data analysis, and design imagination to shape the narrative of urban development. By delving deep into the interplay of social, environmental, and political factors, we aim to reveal latent opportunities for transformation and progress.

The Lab's outputs will include evidence-based reports, data visualizations, policy recommendations, and novel urban typologies. Collaborating with data science, stakeholders, policymakers, and experts, we aim to test our ideas in Houston, Texas.

READINGS / VIDEOS / SOURCES

SITE / PROGRAM SPECIFIC:

Baytown

Readings – Per U of H:

Tsing, Anna L Ting; Deger, Jennifer; Keleman Saxena, Alder; Zhou, Feifei. (2021) *Feral Atlas.* Standford: Standford University Press
https://feralatlas.org/

Delta Urbanism by the Technical University of Delft – A platform with digital access that explores multiple Delta conditions around the globe.
https://deltaurbanism.org/

Aït-Touati, Frédérique; Arenes Alexandra, Gregoire, Axelle. (2022) *Terra Forma, A book of Speculative Maps.* Cambridge: MIT
http://s-o-c.fr/index.php/terraforma/

Latour, Bruno. (2018) *Down to Earth: Politics in the New Climatic Regime.* Polity Press – A small essay where philosophical explorations present to us our collective understanding of the earth, the globe, and the world. http://www.bruno-latour.fr/node/754.html

Bernal, Laura. *Brownwood, from Neigbordhood to Natural Center-* https://houstonhistorymagazine.org/wp-content/uploads/2019/11/Brownwood.pdf

Albert, Larry. *Houston Wet* - https://repository.rice.edu/server/api/core/bitstreams/661889d0-0058-4d48-b9d8-d598854fa35b/content

Gray, Lisa. *Brownwood: The suburb that sank by the Ship Channel* - https://www.houstonchronicle.com/news/houston-texas/houston/article/Brownwood-The-suburb-that-sank-by-the-Ship-4379765.php

Instrumental Web Sites:

Mycity maps, **GIS Online** - https://mycity.maps.arcgis.com/apps/webappviewer/index.html?id=278ec211ab53471d950ed224540c00c7

Harris County FloodPlin Reference Marks - https://www.harriscountyfrm.org/

Texas Coastal Wetlands - https://texaswetlands.org/about/how-our-wetlands-came-to-be/

Smith Oaks Bird Sanctuary (across from Galveston Bay)

Anahuac National Wildlife Refuge - https://www.fws.gov/refuge/anahuac

Galveston Bay Foundation (map) - https://galvbay.org/

Houston Audubon - https://issuu.com/houstonaudubon/docs/strategic_framework_final?fr=sZWQ0ZDY2ODI5NDk

GENERAL

Urban Morphology: https://urbandesignlab.in/urban-morphology/

Data Equity Tool: Urban Institute - Data Equity Tool

Sieverts, T. (2003). Cities Without Cities: An Interpretation of the Zwischenstadt (1st ed.). Routledge. https://doi.org/10.4324/9780203380581

Latour, B. (2010). Entering a Risky Territory - Space in the Age of Digital Navigation http://www.bruno-latour.fr/sites/default/files/117-MAP-DIGITAL-GB.pdf

Meadows, D. (1999). Leverage Points: Places to Intervene in a System. Hartland: The Sustainability Institute. https://donellameadows.org/wp-content/userfiles/Leverage_Points.pdf

Bettencourt, L. M. A. (2019). Designing for Complexity: The Challenge to Spatial Design from Sustainable Human Development in Cities. Technology|Architecture + Design, 3(1), 24–32. hhttps://www.researchgate.net/publication/332019230_Designing_for_Complexity_The_Challenge_to_Spatial_Design_from_Sustainable_Human_Development_in_Cities

https://99percentinvisible.org/episode/the-help-yourself-city/
https://99percentinvisible.org/episode/the-missing-middle/
https://99percentinvisible.org/episode/paved-paradise/

Almy, D. (2023). From Crescent to Archipelago, https://www.researchgate.net/publication/372159735_From_Crescent_to_Archipelago_Situational_Housing_on_the_Metropolitan_Periphery

ADDITIONAL BIBLIOGRAPHY / REFERENCES

- Laura Kurgan, Homophily: The urban history of an algorithm
- Chartier and Johnson: Markets Not Capitalism: Individualist Anarchism Against Bosses, Inequality, Corporate Power, and Structural Poverty, Minor Compositions Press, 2011
- Bruno Latour, "Why Political Ecology Has to Let Go of Nature" from: Politics of Nature: How to Bring the Sciences into Democracy
- Eyal Weizman, Violence at the threshold of detectability
- Marshall Berman, "All That Is Solid Melts into Air"
- https://ny.curbed.com/2018/1/10/16868494/harlem-history-buckminster-fuller-development-rezoning
- Thomas Kuhn, "The Structure of Scientific Revolutions"
- Mariana Mazzucato, "The Entrepreneurial State: Debunking Public vs Private Sector Myths" Public Affairs Press, New York, 2015 (Recommended)
- Devaluation of Black Assets, Brookings Institute
- A Physicist Turns the City into an Equation, NY Times
- Preliminary, Chapter 1: Analytic Cartographies. Guattari, Félix. Schizoanalytic Cartographies. Bloomsbury, 2013.
- Youtube Lecture 1.5hr: Franco Bifo Berardi On Futurability: The Age of Impotence and the Horizon of Possibility Futurability
- "Chapter 1-6". Deleuze, Gilles, Felix Guattari, and A. Thousand Plateaus. Capitalism and schizophrenia. Vol. 1. Viking Press, 1977.
- Dupuy, Gabriel, Jeroen van Schaick, and Ina T. Klaasen. Urban networks: Network urbanism. Vol. 7. Amsterdam: Techne press, 2008.
- Desimini, Jill, and Charles Waldheim. Cartographic Grounds: Projecting the Landscape Imaginary. , 2016. Print.
- "Chapter 1: Foundations". T., Forman Richard T. Urban Ecology: Science of Cities. Cambridge University Press, 2016.
- Prof. Robert Pietrusko's GSD Mapping Course
- "Chapter 10: The Agency of Mapping". Mappings (ed. Denis Cosgrove), Reaktion, London, pp. 213–252.
- Tarrido-Picart, Héctor. "Transforming the Street: A Map of How NYC Department of Transportation Is Changing the Big Apple's Streetscape - Part 1/3." Vivacity, Vivacity, 10 Sept. 2020.
- Anthropogenic transformation of the biomes, 1700 to 2000. EC Ellis, K Klein Goldewijk, S Siebert, D Lightman, N Ramankutty. Global Ecology and Biogeography 19 (5), 589-606
- https://www.nytimes.com/2018/10/25/magazine/bruno-latour-post-truth-philosopher-science.html
- Max Blechman: Toward an Anarchist Aesthetic in New Anarchism: A Documentary History of Libertarian Ideas (1994) / 239
- Noam Chomsky: Human Nature and Human Freedom New Anarchism: A Documentary History of Libertarian Ideas (1975) / 169
- Chapter 2: The Venetian Discovery of Mainland Forest. Appuhn, Karl. A forest on the sea: Environmental expertise in renaissance Venice. JHU Press, 2009.
- Why Every City Looks the Same Now, The Atlantic
- Introduction to Systems Thinking Peter Senge
- http://thehackablecity.nl/2018/03/21/the-hackable-city-edited-volume-digital-media-collaborative-citymaking-in-the-network-society/
- The 15-Minute City: Can New York Be More Like Paris?
- How the '15-Minute City' Could Help Post-Pandemic Recovery
- When maps shouldn't be maps http://www.ericson.net/content/2011/10/when-maps-shouldnt-be-maps/
- THE DEATH OF THE AUTHOR ROLAND BARTHES
- David Harvey Right to the City 1 THE RIGHT TO THE CITY David Harvey
- Urban Institute - Data Equity Tool
- "Chapter 6: Sharing" . Kelly, Kevin. The inevitable: Understanding the 12 technological forces that will shape our future. Penguin, 2017.
- The Experience of Modernity, Simon & Schuster,1982, Penguin Books, 1988
- Richard Rothstein: The Color of Law: A Forgotten History of How Our Government Segregated America, Liveright, 2017 **UD**
- Richard Rothstein 8 Minute interview Q&A https://www.npr.org/2017/05/17/528822128/the-color-of-law-details-how-u-s-housing-policies-created-segregation
- "Space as a keyword". Castree, Noel, and Derek Gregory, eds. David Harvey: a critical reader. John Wiley & Sons, 2008
- Sennett, Richard, and Pablo Sendra. Designing Disorder. Verso, 2020. Web. 25 Sept. 2021.

- "Chapter 22: The kind of problem a city is." The Death and Life of Great American Cities, by Jane Jacobs, Jonathan Cape, 2020.
- Giancarlo De Carlo: Architectures Public in Architecture and Participation
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- Chaia Heller: Ecology and Desire (1999) / 176
  https://libcom.org/files/Anarchism,%20A%20Documentary%20History%20of%20Libertarian%20Ideas%20Volume%20Three,%20The%20New%20Anarchism,%201974-2012%20-%20Robert%20Graham.pdf
- Emma Goldman Reading Walt Whitman: Aesthetics, Agitation, and the Anarchist Ideal in Texas Studies in Literature and Language, Volume 57, Number 1, Spring 2015, pp. 80-105
- "Chapter 22: The kind of problem a city is." The Death and Life of Great American Cities, by Jane Jacobs, Jonathan Cape, 2020.
- Noam Chomsky Lecture 2013 and The Design Anarchist Bible by Laurel Seville
- The Kind of Anarchism I Believe in and What's Wrong with Libertarians, Noam Chomsky 2013 Interview http://ouleft.org/wp-content/uploads/chomsky-anarchism.pdf
- Giancarlo De Carlo: Architectures Public in Architecture and Participation
  https://static1.squarespace.com/static/5bc6b8e6809d8e0d66551bd4/t/5c02d81b0e2e72190269e8dc/1543690293064/Architecture%27s+Public_Cropped.pdf

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)
W1		**Module 1**	
Mon	01.27	No Class Scheduled	**Grad Studio Lottery @ 09:30am, Aaron Davis Hall** Followed by first studio meeting
Th	01.30		**Spitzer Convocation @ 2:00pm, Aaron Davis Hall** **Hour SSA – Draft Community Agreement (in studio) 3-4pm** Studio
W2		**Module 1**	
Mon	02.03	Research Workshop	Studio
Th	02.06		Studio *Sciame Lecture: Sara Zewde "The Aesthetics of Being"*
W3		**Module 1**	
Mon	02.10	Research Workshop	Studio *Sciame Lecture: Joel Sanders "Building Belonging: Equity, Health and Wellbeing in Public Space"*
Th	02.13		Studio
W4		**Module 2**	
Mon	02.17	No Classes (College Closed)	
Tu	02.18	Research 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"*
W5		**Module 2**	
Mon	02.24	Research Workshop	Studio
Th	02.27		Studio *Sciame Lecture: Dolores Hayden "Domestic Revolutions, Then and Now"*
W6		**Module 2**	
Sun	03.02	Potential Travel Date to Houston	Studio Trip
Mon	03.03	Potential Travel Date to Houston	Studio Trip
Th	03.06	No Classes (Classes follow a Wednesday Schedule)	No Classes (Classes follow a Wednesday Schedule)
W7		**Module 2**	
Mon	03.10	Research Workshop	Studio
Th	03.13		Studio *Mumford Lecture: Aimi Hamraie "Rethinking Livability"*
W8		**Module 3**	
Mon	03.17	Research 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		**Module 3**	

Mon	03.24	Research Workshop	Studio
Th	03.27	Module 3	Studio - Midterm Reviews
W10		**Module 3**	
Mon	03.31	No Classes	
Th	04.03		Studio **Mid-semester assessments** *Sciame Lecture: Despina Stratigakos "A Collaborative (Re)turn: Feminist Architectural Historians Join Forces and Get Things Done…Again"*
W11		**Module 4**	
Mon	04.07	Research 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		**Module 4**	
Mon	04.21	Research Workshop	Studio
Th	04.24		Studio
W13		**Module 4**	
Mon	04.28	Research Workshop	Studio
Th	05.01		Studio
W14		**Module 4**	
Mon	05.05	Research 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 2pm
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.

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

Learning Outcomes:
> **For MARCH students**
- 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)

For MUPUD and MARCH Students
- Application of a comprehensive understanding for social and environmental challenges in urban settings in the development of design proposals that address environmental resilience and social equity.
- Apply critical research methods to assess urban inequalities in Houston.
- Application of a range of scales factors and timeframes in the development of innovative urban morphologies incorporating a range of stakeholders, programs and uses.
- Present complex ideas through visual, narrative, and spatial formats.

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:
- Design Lab performance & work habits: Ability to respond to studio criticism & discourse in a consistent & clear manner throughout the course of the semester as demonstrated in the evolution and development of design work.

- Clarity of representation & mastery of media: Ability to utilize both digital and manual drawing and modelmaking techniques to represent architectural ideas precisely and creatively.

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

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

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

- Integrated evaluations and decision-making process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the proposal for a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation

Grading Assessment:
Each of the Modules will be graded separately and weighted according to the following criteria:
- Research and Analysis: 15%
- Project & Design Development: 25%
- Participation and Engagement: 20%
- Project presentation, completion, and resolution: 20%
- **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)

ASSINGMENT 1 : MULTIPLE SCALE MAPPING	25%
ASSIGNMENT 2 : STORYTELLING	25%
RESEARCH PRESENTATION	30%
PARTICIPATION AND ATTENDANCE	20%

Studio (6 cr)

MODULE 1	15%
MODULE 2	20%
MODULE 3	30%
MODULE 4	35%

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

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.

CONTACT INFORMATION:

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