The Bernard & Anne Spitzer School of Architecture

ype of Course: Graduate Studio + Research Workshop/Design Seminar
                          Urban Design Lab / Urban Desing Seminar- UD 61001 / UD 61100
M.Arch 3rd yr: ARCH 85101 Architecture Studio V (6 cr) + ARCH 85200 Research Workshop (3 cr)
MS Arch: ARCH 91102/93103 Advanced Studio (6 cr) + ARCH 91202 Design Seminar (3 cr)
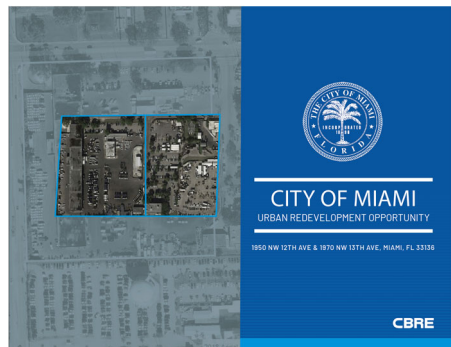**Class Meetings: Workshop M 9:30-12:20; Studio M/TH 2:00-5:20pm**
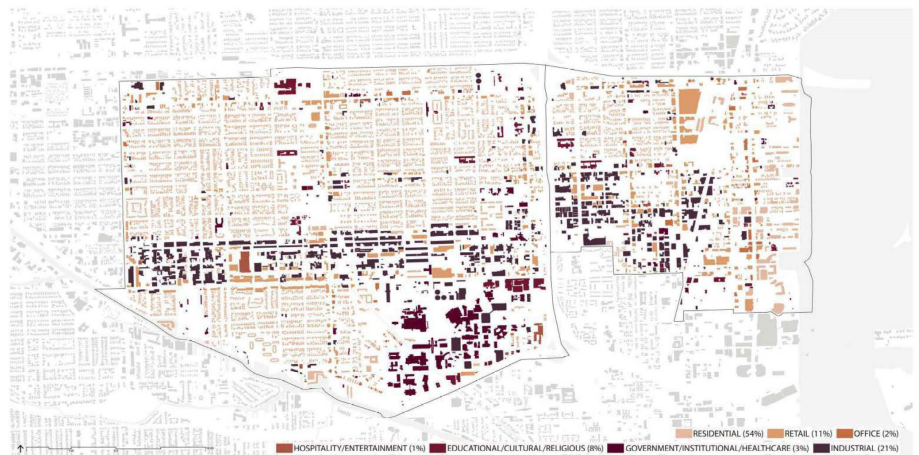**Office Hours: Mondays, Thursdays 1-2 pm by appointment**
Instructor: Professor Julio Salcedo, Suzanne Alphonse
Location: 217
Semester/Year   Fall 2025

GENTRIFICATION

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: In collaboration with the Urban Design Lab, this seminar investigates how digital tools can be used to select, document, analyze, and represent data, knowledge, and design processes. The course introduces foundational workflows and methodologies that support students in crafting coherent project narratives and sophisticated visual representations.

The seminar encourages students to experiment with software-driven techniques to produce legible, layered drawings. Through this, students will develop representational strategies that reflect the multiplicity of urban contexts-integrating stakeholders, scales, governance and cultural perspectives into their design work.

Urban Design Lab – Liberating Hypotheses for Communal Living: Allapattah, Miami

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, we are resolute in confronting the prevailing paralysis caused by restrictive modes of design, planning, and governance, which perpetuate 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.

For Fall 2025, the Lab will be grounded in a collaboration with the The Allapattah Collaborative CDC, working in the Allapattah neighborhood, a site of intersecting municipal infrastructural systems including waste management. The site is publicly owned, underutilized, and now subject to community-driven discussions around its redevelopment to support housing, circular economies, and resilient community infrastructure. Our work will explore how infrastructural systems, when reimagined through collective and interdisciplinary approaches, can usher in new paradigms for social and environmental justice.

The Allapattah Collaborative CDC, a local community development corporation dedicated to implementing inclusive and equitable strategies that prevent displacement, revitalize commercial districts, and support cultural economic development—particularly along the historic Little Santo Domingo corridor. Supporting this effort is **Fernando Ortiz**, Program Associate at the Miami-Dade Innovation Authority (MDIA), who brings deep experience in public sector innovation and community-based planning. Ortiz has led major urban development initiatives in both New York and Miami, securing significant public investment and stewarding large-scale vision plans. His ongoing work with the Allapattah Collaborative CDC focuses on developing integrated, community-driven solutions at the intersection of sustainability, infrastructure, and economic justice in Allapattah.

RESEARCH

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.

The Allapattah site offers an exceptional case study: a low-lying, infrastructurally saturated area where public ownership, resilience strategies, and circularity must intersect with policy and equity. Students will engage in site-based research, focusing on the adaptive reuse of infrastructural landscapes, the potential for co-produced governance, and the possibilities of participatory neighborhood design.

The supporting Seminar will critically examine how technologies of representation, including digital modeling and data systems, mediate the politics of infrastructure. The Lab's outputs will include evidence-based reports, spatial models, and policy scenarios engaging both the Miami context and broader metropolitan parallels.

The Urban Design Lab is an extension of the CCNY 2021 Unit 26 as envisioned by Prof. Shawn Rickenbacker and other contributors.

PROGRAM

Mod 1 – Envisioning Urban Space

The semester's pursuit of new political and infrastructural solutions to social and environmental crises relies on design heavily biased towards research, politics, and infrastructure. We will aim to trigger a complementary imaginative urban future, focusing on potential articulations of spatial and formal relations that favor density and complexity.

Students will explore imaginative urban futures that leverage existing public infrastructures. Early assignments may involve mapping Miami's layered urban systems, including sanitation, flood management, and social services.

Mod. 1.2 - Space / Authority / Regulatory Bodies / Codifying Design Agency – In Class with Prior Readings

In this analysis, we will review and carefully select known institutions, organizations, agencies, etc., that assert design authority, and we will critically evaluate their impact on the creation and management of the built environment. Our aim is to infer the original intent of their authority and identify the positive and negative externalities that emerge in the context of urban design and architecture. The entities under consideration encompass a broad spectrum, including government bodies, professional organizations, organized labor, cooperatives, private sector entities, community organizations, and not-for-profit institutions.

We will scrutinize who claims design authority and assess the extent of their influence in shaping the built environment. This evaluation will delve into the exercise of design authority and explore the methods and protocols utilized to achieve desired outcomes in a city. By engaging in this analysis, we seek to gain a comprehensive understanding of how various entities wield their design authority and its impact on urban spaces.

Deliverables:
- A diagram and potential mapping of a key design authority, examining its scope, effects, and degree of efficacy.
- A diagram and written document identifying potential codes and policies that impact or determine the built environment.

Seminar:
- Designer as mediator; narrative, negotiation, manifesto; cybernetics, socially situated technologies
- Drawing as data; observation, data-making, annotation; data and bureaucracy

Readings:
- Scott, James C. "Seeing Like a State." Yale University Press, 2008. Introduction.
- Keller Easterling, "Extrastatecraft" (Lecture - Harvard GSD / YouTube) URL: https://youtu.be/SaKoIP5qH8E
- Sorkin, Michael. "Local Code: The Constitution of a City at 42 Degrees." Princeton Architectural Press.
- Alain Bertaud: "Order without Design: How Markets Shape Cities." MIT Press, 2018.

Mod. 1.2 - Governance and Design

In this exploration, we will engage in a comprehensive examination of potential relationships between systems of governance and authority, and their implications on the design of urban spaces. Drawing upon an array of readings and case studies, our intent is to delve deeply into the intricate interplay between governing structures and their influence on the urban landscape. Through rigorous analysis and inquiry, we aim to shed light on the complex dynamics that shape urban design, with a critical focus on the roles of governance and authority.

Case Studies:
- University City UNAM, CDMX, Mexico 1954
- Kowloon Walled City - demolished
- Burning Man
- Tupac Amaru (Also known as Villa El Salvador, designed and constructed in the 1970s)
- Barcelona Cerda Plan (Designed by Ildefons Cerdà, mid-19th century)
- Place des Vosges (Designed by Louis Métezeau, completed in 1612)
- Hongcun Village (traditional Chinese village) / Songtang Village (an eco-village)
- Chandigarh District (Master planned by Le Corbusier in the 1950s)
- Red Vienna (Various architects, developed in the early 20th century)
- Agricultural City, 1960 by Kisho Kurokawa
- Belapur Phase 1 Housing Masterplan (Designed by Charles Correa)
- Savanah, GA

Deliverables:
- A composite drawing showing a diagram of governance, timelines, and urban systems (if available) morphology

Seminar:
- Drawing with points, lines, and vectors; drawing with fields and gradients; space as conceptual framework, scale, raster-vector paradigms
- Drawing time and behavior; sequence, translation, rules, codes, and games

Readings:

- Couclelis, Helen (1992) "People Manipulate Objects (but Cultivate Fields): Beyond the Raster-Vector Debate in GIS." Springer Berlin Heidelberg.
- "Space as a Keyword." Castree, Noel, and Derek Gregory, eds. David Harvey: a critical reader. John Wiley & Sons, 2008.
- Chomsky, Noam. "The Kind of Anarchism I Believe in and What's Wrong with Libertarians." 2013 Interview.
- Banham, Reyner, Barker, Paul, Hall, Peter, Price, Cedric. "Non-Plan: An Experiment in Freedom." New Society, no. 20, March 1969, pp. 435-443.
- Aureli, Pier Vittorio. "City as Political Form: Four Archetypes of Urban Transformation." 2011. https://doi.org/10.1002/ad.1186.
- Additional readings per case study.

Mod 2 – Crisis / Opportunities

In this module, students will formulate hypotheses that reimagine the Allapattah site as a resilient, community-driven urban ecology. 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. The forensic approach will include mapping existing municipal systems, evaluating their vulnerabilities, and identifying opportunities for circularity, adaptive reuse, and social infrastructure.

Research Topics:

1. New Social Infrastructure: Exploring Socio-Spatial Justice in Urban Contexts
   o Investigate the concept of "socio-spatial justice" within urban areas, addressing challenges related to poverty, exposure to environmental and social hazards, and limited access to essential health and educational services for residents on the urban periphery.
2. Resource Efficiency and Circularity in Urban Sustainability: Examining Sustainable Practices in Resource Efficiency
   o Analyze strategies for enhancing resource efficiency and circularity in urban environments, including the use of recycled materials, repurposing spaces, rainwater utilization, wastewater reduction, and promoting urban agriculture and food forests.
3. Urban Ecology and Mitigating Urban Heat Islands: Integrating Ecology and Technology for Climate-Resilient Cities
   o Explore technological and ecological protocols implemented in urban areas to combat urban heat island effects, enhance biodiversity, mitigate climate change, and improve overall urban health and sustainability.
4. Enhancing Urban Connectivity and Interactivity: Creating Multilayer Networks of Urban Relationships
   o Examine strategies for fostering social, programmatic, and economic connectivity within cities, focusing on building extensive multilayer networks of relationships and activities across programs, spaces, buildings, and neighborhoods.

Students will elaborate on these research topics and work with real data and input from Miami city departments, exploring issues such as Community health and housing strategies embedded within city systems

Deliverables:

- Diagrams and accompanying text presenting research findings on crises and opportunities, identifying key areas within major themes and systems.
- Data visualizations illustrating the relational and hierarchical logic of a working hypothesis, showcasing connections and potential solutions.

Readings:

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

Mod 2.2 – Spatialization and Contextualization

Once you have identified a crisis and an opportunity for intervention, the next step involves conducting further research to delve deeper into the hypothesis. This entails diagramming the potential implementation of the hypothesis. Here, students **will test interventions** spatially within the Allapattah site, including adaptive reuse of

municipal properties and integration of housing, health, and circular economies. The work will visualize how redesigned urban systems shape lived experience at multiple scales—from the block to the neighborhood.

Deliverables:
- Building upon the previous data and diagrams, develop a composite drawing that integrates both data and the spatial logic of the system and its intervention within the urban fabric. This composite drawing will provide a cohesive visual representation of the interplay between the data and its spatial implications, fostering a comprehensive understanding of the proposed intervention within the urban context.

Seminar:
- Digital models as intermediate form; model vs. view, map symbology, screenshot rendering
- Building geographic data models; mapping with geographic data models

Readings:
- Deutinger, Theo. "The Handbook of Tyranny." Lars Müller Publishers, 2017.
- Ascher, Kate. "The Works: Anatomy of a City." Penguin Press, 2005.

Mod 3.1 – Foregrounding Contestedness / Non-Hierarchical Systems

The research conducted thus far has presented valuable insights into desirable policies, configurations, and optimizations for addressing critical concerns. Moving forward, we will delve into foregrounding contestedness. The first step is to adapt the previous development to an existing fabric, and the second phase is to explore further overlaps between the different areas of concern of your classmates. Hence, the immediate task is to comprehend the implications arising from the coexistence of these optimized protocols for the identified concerns. The teams will actively seek synergies, exploring compatibilities, overlaps, and affinities among the various components.
To achieve this, we will engage in a thorough examination of case studies and readings on complexity, intricacy, and other methodologies like consensus building. These resources will deepen our understanding of the intricacies involved in addressing multiple concerns concurrently. This research will yield another set of equally vital data, focusing on factors such as sociability, diversity, spatial configurations, the merging of urban systems, models of ownership, polity, and more.
Building on research and spatial strategies, students will develop frameworks for participatory co-governance. The Miami context—rich with activist organizations, city departments, and grassroots coalitions—will further guide our investigation into collaborative models of ownership and stewardship.

Seminar:
- Workflows with shared models; approaches to collaboration, versioning
- Reading and discussion of local Miami governance structures and community organizing histories
- Tools for consensus-building in participatory design processes

Activities may include:
- Stakeholder mapping and analysis of agency overlaps
- Scenario-building for governance models that embed community control in infrastructural redevelopment

Mod 4.1 – Scenario Planning and Analysis

This module will simulate integrated urban futures for Allapattah. Students will assess multiple development paths, balancing **resilience, equity, ecology, and feasibility**, including simulations of flood mitigation, land-use overlays, and socio-technical systems. The students will develop this module by exploring and planning various urban scenarios. The aim is to simulate different configurations and assess their impacts at multiple scales, including the city, neighborhood, and street. The use of parametric and procedural modeling, along with techniques such as pattern language and space syntax, will be employed to create, simulate, and analyze different urban scenarios.

New emphases:
- Scenario tools to evaluate climate impacts and affordability
- Application of pattern languages and space syntax to community-centered design strategies

Mod 4.2 – Development

Students will synthesize all research into robust development proposals. Each team will prototype **urban system overlays**, integrated with housing, health, and environmental services. Emphasis will be placed on **testing these scenarios with Miami-based stakeholders** and refining them through iterative design feedback.

Deliverables:
- Models: Generate diverse representations of proposed overlays, synergies, and spatial co-habitations to evaluate intended and emerging spaces and systems.
- Workshops: Design effective methods to engage stakeholders. Establish collaborative sessions to gather feedback and empower participants. Implement iterative design protocols to address design contestedness.
- Comparative Analysis: Analyze the outcomes of collective sessions as plausible scenarios with different metrics. Determine successful strategies by identifying effective synergies.

SPECIFIC LEARNING OBJECTIVES
Studio portion:
- The learning objectives of the Urban Design Lab / Advanced Unit in Architecture are developed from the above educational goals and include the actions and activities through which these specific skills and concepts are conveyed to the student.

- I.   Visual communication is enhanced through the critical use of the tools of representation, including drawing (digital and manual), physical modeling, digital modeling, and spatial and digital analysis, as well as through the layout of portfolio's, drawings, and digital presentations.

- II.   Building systems (human, environmental and structural), their interrelationships within the built environment, their relationship to site systems and their participation within the broader systems of the city, are investigated across multiple scales and studied in the context of humanitarian, engineered and technological processes.

- III.   Critical thinking is enhanced through the use and development of both visual tools and written text for the development of comprehensive research, precise thinking, thoughtful and ethical analyses, and the intelligent establishment of criteria for the evaluation of design decisions.

- IV.   Professional design and space planning practice standards are met through the preparation of students for effective participation in the professional practice of architecture. This includes skills required for site design, building design, technical documentation, and material detailing and specification, as well as an understanding of construction documentation and project management practices.

- V.   Assemblies, materials, and details are developed through the project in response to conceptual, environmental, social, political and economic analysis. Both a qualitative and quantitative recording of the materials of the project will be pursued and experimental approaches to the design and transformation of assemblies is supported.

- VI.   Leadership in the positioning of architecture in the twenty-first century is attained by addressing the specific role of the architect in leading multi-disciplinary collaborative practices in order to advocate for more ecologically viable, resilient, and equitable cities. The challenges of the climate emergency and global urbanism are addressed, along with the need for research and the development of design and planning strategies for the adaptation of urban centers to meet these and other challenges.

Workshop portion:

-Foster the studio process and design thinking by developing a structured 'workflow' model of practice.
-Provide tutorials on QGIS /ArcGIS, Photoshop, Illustrator, Rhino, Grasshopper, Enscape and Spacio Beta to facilitate learning and skill development.
-Empower students to learn at their own speed through self-directed tutorial resources. Create visuals using various software programs, establishing connections between 2D and 3D.
-Teach students how to locate, communicate, and depict data effectively. representations across different scales, and mastering the art of visual communication.

Assignment 1 - Mapping data
Students will build their story in a cohesive way using QGIS to study a few catalytic layers.
Base Drawings (QGIS)

<u>Reference Drawing</u>
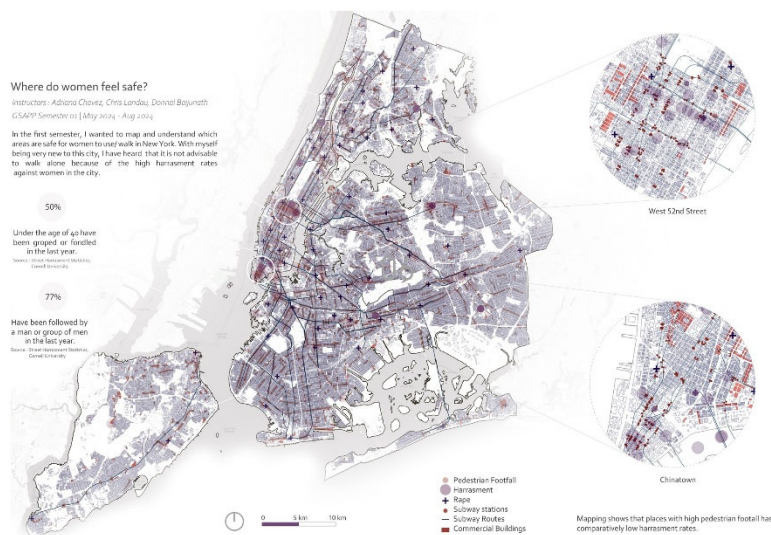
Suzanne Alphonse _MsAUD 2024

Assignment 2 – Representing data methodology
Students will take a few findings from QGIS and develop idea / representational diagrams to convey research findings.
Base drawing (QGIS), Drawing ideation (Illustrator)

<u>Reference Drawing</u>
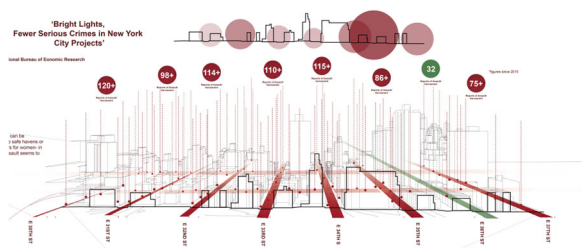
Georgia Fernandes _MsAUD 2024

Assignment 3 – Conveying a Narrative in 3D
Creating a holistic picture of the project in 3dimensional drawings/vignettes.
Base Model (Rhino / Spacio), Post-Production (Adobe llustrator + Photoshop)

Reference Drawing
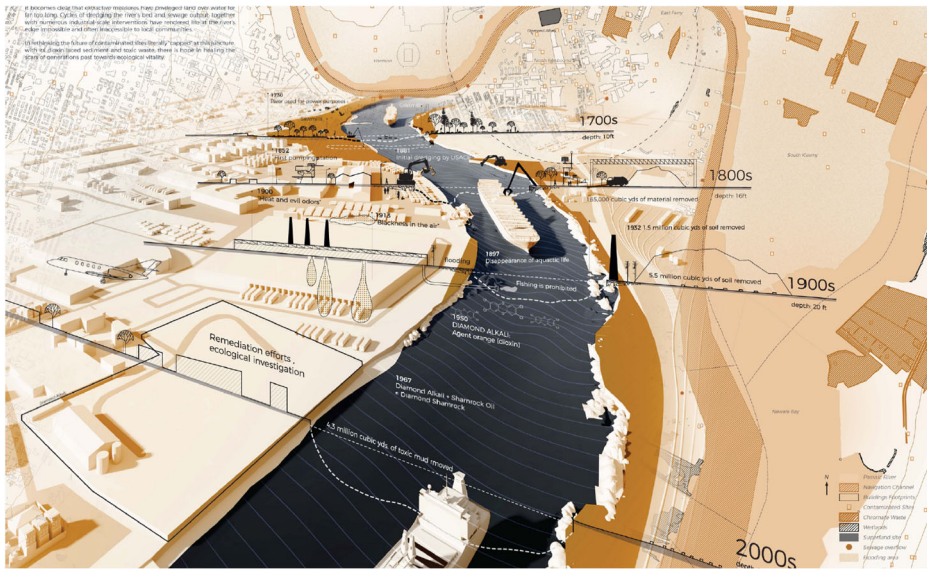
Yasmine Kathuda, Lucas Coelho Netto, Jiayi Zhao, Jiamin Huang _MsAUD 2021

Assignment 4: Representing Simulation systems
Create a sequential representation of the design process to backup the design process
Base drawing (Rhino / Spacio), Post-production (Illustrator, Photoshop)

Reference Drawing
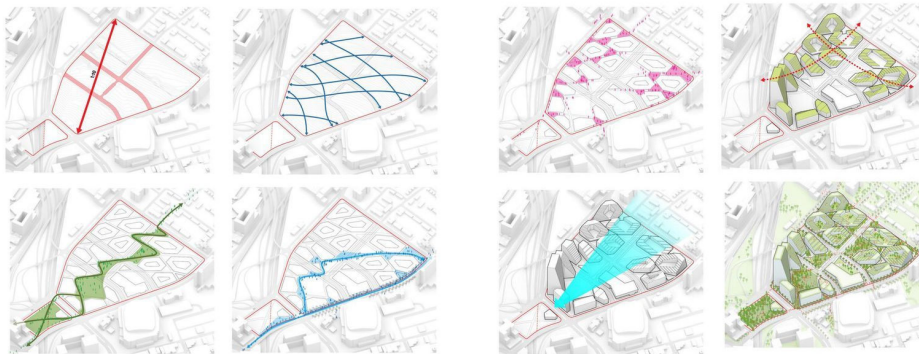
New Lower Hill Masterplan / West 8 + BIG + Atelier Ten

READINGS

- 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
- I Quant NY
- 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
- https://www.youtube.com/watch?v=74E1B6b7mqE
- "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.
- "Introduction", "Chapter 1-2", "Chapter 6-7". Lefebvre, Henri. Rhythmanalysis: Space, time and everyday life. A&C Black, 2004.
- "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
- Alain Bertaud: Order without Design: How Markets Shape Cities, MIT Press, 2018 **UD**
- "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 https://static1.squarespace.com/static/5bc6b8e6809d8e0d66551bd4/t/5c02d81b0e2e72190269e8dc/1543690293064/Architecture%27s+Public_Cropped.pdf
- 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
- 1968 - 2025 The Question of Architectural Design Autonomy
- 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.
- Keller Easterling, "Extrastatecraft"
- Alain Bertaud: Order without Design: How Markets Shape Cities, MIT Press, 2018 UD
- 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
  1968 - 2025 The Question of Architectural Design Autonomy

WEEKLY SCHEDULE, M 9:30am-12:20pm, M/TH 2:00-5:20pm
Note: Detailed seminar program to be distributed first week of class. schedule below is subject to revision through the duration of the semester.

W1		**Research Workshop (morning)** **Module 1**	**Studio (afternoons)**
Th	08.28	Overview to semester content (Software + Structure)	**Grad Studio Lottery @ 2:00pm, rm. 107** **(Spitzer)** Followed by first studio meeting Mod 1 – Envisioning Urban
W2		**Module 1**	
Mon	09.01	College Closed (Labor Day), No classes	
Th	09.04	½ Workshop | Mod 1.1 - Envisioning Urban Space **Lecture** - Intro to maps - Overall usage of maps from past, mental maps, Projections and more. Start with introducing QGIS installation, basic interface and structure, dataset types etc.,	Mod. 1.2 - Space / Authority / Regulatory Bodies / Codifying Design Agency – In Class with Prior Readings **SpaceHour SSA/JEDI Climate Survey (in studio) 2-3pm** **Convocation @ 5:00pm, Aaron Davis Hall**
W3		**Module 1**	
Mon	09.08	Mod 1.1 - Envisioning Urban Space **Lecture** - QGIS Loading SHP files + parsing embedded data, Working with Coordinate Systems - Lat/Lon to world XYZ coordinates.	Mod 2 – Crisis / Opportunities
Th	09.11	Mod 1.1 - Envisioning Urban Space	Mod 2 – Crisis / Opportunities
W4		**Module 1**	
Mon	09.15	Mod. 1.2 - Space / Authority **Lecture**- Export workflow from QGIS to Illustrator, Intro to Adobe Suite – Illustrator, vector drawings, zoning diagrams, 3d drawings, artboards, exports.	Mod 2.2 – Spatialization and Contextualization
Th	09.18	Mod. 1.2 - Space / Authority	Mod 2.2 – Spatialization and Contextualization
W5		**Module 1**	
Mon	09.22	No classes scheduled	No classes scheduled
Th	09.25	½ Workshop | Mod. 1.3 - Governance and Design **Lecture**- drawing techniques, Illustrator, vector drawings, 3d drawings, representational styles	½ Studio Mod 3.1 – Foregrounding Contestedness / Non-Hierarchical Systems **Sciame Lecture: Adi Shamir-Baron**
Sat	09.27	Mod. 1.3 - Governance and Design	Mod 3.1 – Foregrounding Contestedness / Non-Hierarchical Systems **Sciame Lecture: Philip Schmerbeck**
W6		**Module 2**	
Mon	09.29	Mod.2 Crisis / Opportunities	Mod 3.1 – Foregrounding Contestedness / Non-Hierarchical Systems

		Lecture- Mapping city scape relationships, connections and transforming to diagrams	
Th	10.02	Mod.2 Crisis / Opportunities	No classes scheduled
W7		**Module 2**	
Mon	10.06	Mod.2.2 Spatialization and contextualization **Lecture**: Introduction to Rhino - Points, Vectors, Planes, Curves, Surfaces, Poly surfaces, and Meshes and Workflow from Rhino to Illustrator, Export Techniques, Print Layouts	Mod 4.1 – Scenario Planning and Analysis
Th	10.09	Mod.2.2 Spatialization and contextualization	Mod 4.1 – Scenario Planning and Analysis **Sciame Lecture: Philip Kennicott**
W8		**Module 2**	
Mon	10.13	College Closed (Columbus/Indigenous Peoples' Day), No classes	
Tu	10.14	Mod 2.3. – Re-envisioning Urban Space **Lecture**: Introduction to Spacio Beta app – how to Analyze and simulate system to use in studio	Studio (Classes follow a Monday schedule) Mod 4.1 – Scenario Planning and Analysis
Th	10.16	Mod 2.3. – Re-envisioning Urban Space	Studio – Midterm Reviews **Sciame Lecture: Nancy Ruddy and John Cetra**
W9		**Module 3**	
Mon	10.20	No classes scheduled **(Miami trip)**	No classes scheduled
Th	10.23	**(Miami trip)**	Studio – Mid-semester assessments
Fri	10.24	Mod.3.1 Foregrounding contestedness / Non-hierarchical systems **Lecture**: Continuation of Simulation on Spacio Beta app – how to Analyze and simulate system to use in studio/ specific site	Studio (Classes follow a Monday schedule) Mod 4.2 – Development
W10		**Module 4**	
Mon	10.27	Mod. 4.1 Scenario Planning and Analysis **Lecture**: Continuation of Simulation on Spacio Beta app/ Rhino incorporation to produce axonometric diagram showing relationships within urban context	Mod 4.2 – Development
Th	10.30	Mod. 4.1 Scenario Planning and Analysis	Mod 4.2 – Development **Sciame Lecture: Ruchika Modi**
W11		**Module 4**	
Mon	11.03	Mod. 4.1 Scenario Planning and Analysis **Lecture**: Continuation of Simulation development on Spacio Beta app/ Rhino incorporation to produce axonometric diagram showing relationships within urban context	Mod 4.2 – Development
Th	11.06	Mod. 4.1 Scenario Planning and Analysis	Mod 4.2 – Development

			Sciame Lecture: Nandini Bagchee, Fabian Llonch, Shawn Rickenbacker - Panel
W12		**Module 4**	
Mon	11.10	Mod. 4.1 Scenario Planning and Analysis **Lecture**: Continuation of Simulation development on Spacio Beta app/ Rhino incorporation to produce axonometric diagram showing relationships within urban context	**Grad Sharing Session** Mod 4.2 – Development
Th	11.14	Mod. 4.2 Development	Mod 4.2 – Development
W13		**Module 4**	
Mon	11.17	Mod. 4.2 Development	Mod 4.2 – Development
Th	11.20	Mod. 4.2 Development	Mod 4.2 – Development
W14		**Module 4**	
Mon	11.24	Mod. 4.2 Development	Mod 4.2 – Development
Th	11.27		College Closed (Thanksgiving), No classes
W15		**Module 4**	
Mon	12.01	Mod. 4.2 Development	Mod 4.2 – Development
Th	12.04	Mod. 4.2 Development	Mod 4.2 – Development

FINAL REVIEWS, Dec 08-12

Mon 08 Dec	Tues 09 Dec	Wed 10 Dec	Th 11 Dec	Fri 12 Dec
Foundation	Foundation	Grad Studios	Grad Studios	Grad Studios
TBD	TBD	TBD	TBD	TBD

FINAL EXAMINATIONS, Dec 16-22 – No studio work shall be required during final exams week.

Mon   12.15   Student Portfolios due for: SSA/CCNY Archive, etc. as directed by instructor
Mon/Tu 12.15 + 16   Clean-up Days (all materials, projects, and any other items must be removed from studio)
Tu   12.16   End of Semester Assessment (faculty only)

FINAL GRADES
Fri   12.26   Final Grade Submission Deadline for faculty

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

Learning Outcomes:
- To apply architecture research methods for testing and evaluating innovative approaches to design. (NAAB PC.5)

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

Course Expectations:
- That students will develop a high level of independent thought and rigor and a willingness to go beyond both basic project requirements and their own perceived limits and abilities.
- That students will successfully complete all project requirements. No make-up or postponed project submissions will be accepted except in the case of medical emergencies or other extraordinary circumstances. Excused absences and project delays must be officially cleared by professor in advance to be considered valid.

Community Agreement:
- As noted on the schedule, the professor will make time for an *HOur SSA* session for a supportive open discussion among students.
- Studio members will work *together* to create a community agreement for interacting together over the semester. Definition: "A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting… so that we can do our best work." https://www.nationalequityproject.org/tools/developing-community-agreements
- *HOur SSA* will be repeated at the middle of the semester.

Methods of Assessment:

- Unit 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:

  • Attendance and participation in class discussions: 10%
  • Seminar response and writing: 20%
  • Project development in response to semester schedule: 50%
  • 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)

ASSIGNMENT 1	20%
ASSIGNMENT2	20%
ASSIGNMENT 3	20%
ASSIGNMENT 4	20%
Participation & Attendance	10%

Studio (6 cr)

MODULE 1	5%
MODULE 2	15%
MODULE 3	25%
MODULE 4	35%
Participation & Attendance	15%
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 will result in a whole letter grade deduction from a final grade; more than four will result in a failing grade. It is expected that all students will participate in all scheduled working, midterm and final reviews and contribute constructively to the discussions.

Absences due to Religious Observances:
Students who will miss any class sessions, exams, presentations, trips, or the like due to a religious observance should notify the instructor at the beginning of the semester so that appropriate adjustments for observance needs can be implemented. This could include an opportunity to make up any examination, study, or work requirement that is missed because of an absence due to a religious observance on any particular day or days.

Readings & Journals:
Students are expected to keep a journal or sketchbook throughout the duration of studio to document their thought process & take notes of any texts, books, terms or references that are mentioned by either the studio critic or fellow classmates and to selectively follow up on these and any other assigned readings before the next class.

Academic Integrity:
As a student you are expected to conduct yourself in a manner that reflects the ethical ideas of the profession of architecture. Any act of academic dishonesty not only raises questions about an individual's fitness to practice architecture but also demeans the academic environment in which it occurred. Giving or receiving aid in examinations, and plagiarism are a violation of an assumed trust between the school and the student.

Plagiarism, i.e. the presentation as one's own work of words, drawings, ideas and opinions of someone else, is as serious an instance of academic dishonesty in this context as cheating on examinations. The submission of any piece of work (written, drawn, built, or photocopied) is assumed by the school to guarantee that the thoughts and expressions in it are literally the student's own, executed by the student. All assignments must be the student's original work. Any copying, even short excerpts, from another book, article, or Internet source, published or unpublished, 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.5 Design Synthesis—how the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

CONTACT INFORMATION:

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