LIB 2205/ARCH 2205: LEARNING PLACES: UNDERSTANDING THE CITY
Section D958, Fall 2016
Fridays, 10am-2:20pm Namm N-228 (or on-site)

1 classroom hour, 4 lab/studio hours, 3 credits
Profs. Ting Chin (tchin@citytech.cuny.edu) and Christopher Swift (cswift@citytech.cuny.edu)

SYLLABUS

Course Description: This special topics course offers an interdisciplinary approach to investigating our built environment using a case study focused on a specific place each semester. This course combines physical examination with information research and data collection using methodologies developed in multiple disciplines. Students from a variety of departments engage in on-site exploration and in-depth research of a location in New York City.

Course context: This course is an Interdisciplinary Liberal Arts and Sciences Course that applies toward the BTech/BS General Education Common Core College Option requirements.

Prerequisites: ENG 1101 and any Flexible Core Course

Recommended Texts:
- Crowe, Norman, and Paul Laseau. *Visual Notes for Architects and Designers*. Hoboken, NJ: Wiley, 2012.
- Dwyre, Catherine and Chris Perry. *Performance and Architecture: A Special Issue. Performing Arts Journal,* 109 (2015).

Course Structure: This course combines a series of research seminars with fieldwork, site visits and documentation, and on and off campus research. A combination of individual and team assignments as well as class participation are the basis for the final grade. The culmination of the weekly assignments is the Final Report that will be presented on OpenLab (for the entire City Tech community), in class (Prezi), and in writing (short essay).

Assignments:

Site Documentation Report: Times Square (parts 1 and 2)
[See report documents]

Site Documentation Report: Lincoln Center (parts 1 and 2)
[See report documents]

Archive Report
[See report documents]

Critical Perspectives
Four performance themes

1. *purpose-built theaters (Broadway and Lincoln Center)*
2. *urban identity*
3. *public spectacle and voyeurism (spectatorship)*
4. *street performance (site-specific performance)*

will be explored in readings, lectures, and classroom assignments. Students will be asked to submit one written response for each of these areas of critical thinking. Each response should be a minimum of 500 words.

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Annotated Bibliography
A minimum of 2 primary sources, 2 secondary sources, and 1 internet sources. MLA format. 100 word summary of content and how it supports the research. Forms and submission on OpenLab.

Team Research Portfolio (Final Report)
An original OpenLab portfolio that will contain field observation images, observation reports, archival images and text, and a 5-page meta-reflection on the process of research and analysis.

Team Research Assignment Presentation
A 10-minute presentation using the Prezi application. Discussion of research process, method of analysis, and concluding remarks.

Grading: Final grade will be determined according to the following grade weighting:

40%	Site Documentation Reports (4)
10%	Archive Report
12%	Written response entries (4)
8%	Annotated Bibliography
15%	Team Research Assignment: OpenLab Portfolio
15%	Team Research Assignment: Presentation

COURSE SCHEDULE

WEEK 1 8/26:
Week 1 Lecture: **Course Introduction and Defining Performance and Place** (Chin + Swift)
Week 1 Lab: **Review of Research Methodologies and Key Terms** (Swift)
In-class reading: Khan, Lefebvre, Schipper

WEEK 2 9/2:
Week 2 Lecture: **Observing and Documenting on Site** (Chin)
Reading due today: Ching
Week 2 Lab: **Field Visit: Site Observation & Documentation (Times Square)**
Week 2 Homework (due 9/7 on OpenLab): Site Observation Report I (Times Square PART I*)*

WEEK 3 9/9:
Week 3 Lecture: **Critical Perspectives: Purpose-Built Theaters** (Swift)
Week 3 Lecture: **Historical review of Times Square and Performance** (Swift)
Reading due today: excerpts from Taylor, Wikipedia entry on Times Square
Week 3 Lab: **Field Visit: Site Observation & Documentation (Times Square)**
Week 3 Homework (due 9/14 on OpenLab): Reading Response #1 *and* Site Observation Report II (Times Square PART II)

WEEK 4 9/16
Week 4 Lecture: **Critical Perspectives: Urban Identity** (Chin + Swift)
Readings due today: Lynch and Edensor (excerpts)
Week 4 Lab: **Research Seminar: Digital Maps and Sketch-up Documentation**
Week 4 Homework (due 9/21 on OpenLab): Reading Response #2

WEEK 5 9/23:
Week 5 Lecture: **Research Seminar: Library and Internet Research** (Swift)
Reading due today: What are Primary Sources? Evaluating Internet Sources, Making Sense of Maps, How Google Search Works

Week 5 Lab: **Field Visit:** *New York Public Library* and Map Warper, (Swift)

WEEK 6 9/30:
Week 6 Lecture: **Site Introduction: Lincoln Center** (Chin)
Readings due today: Lincoln Center Wikipedia entry, Diller
Week 6 Lab: **Field Visit: Site Observation & Documentation (Lincoln Center)**
Week 6 Homework (due 10/5 on OpenLab): Site Observation III (Lincoln Center PART I)

WEEK 7 10/7:
Week 7 Lecture: **Site Introduction: Lincoln Center** (Swift)
Week 7 Lab: **Field Visit: Site Observation & Documentation (Lincoln Center)**
Week 7 Homework (due 10/19 on OpenLab): Site Observation IV (Lincoln Center PART II)

WEEK 8 10/21:
Week 8 Lecture: **Critical Perspectives: Public Spectacle and Voyeurism** (Chin)
Readings due today: An Interview with Bernard Tschumi
Week 8 Lab: **Research Seminar: Data Sources and GIS Documentation and Analysis**
Week 8 Homework (due 10/26 on OpenLab): Reading Response #3

WEEK 9 10/28
Week 9 Lecture: **Critical Perspectives: Street Theater** (Swift)
Week 9 Lab: **Documentation: Annotated Bibliography** (Swift)
Readings due today: Lane, Annotated Bibliography, Quoting, Paraphrasing, and Summarizing, Why and How to Avoid Plagiarism, Is it Plagiarism Yet?
Week 9 Homework: (due 11/2 on OpenLab): Reading Response #4

WEEK 10 11/4:
Week 10 Lecture: **Final Report Mock Up** (Chin)
Week 10 Lab: **Presentation Tools Workshop** + **How to Create an OpenLab Portfolio**
Reading due today: How to Use Prezi and Create and Build an OpenLab Portfolio
Week 10 Homework: 1st draft of Final Report / OpenLab Portfolio, Annotated Bibliography

WEEK 11 11/11:
Week 11 Lecture: **Research Seminar: Archival Sources** (Swift)
Readings due today: Digital Archives Materials, What are archives and how do they differ from libraries?
Week 11 Lab: **Field Visit:** *NY Historical Society* (Swift)
Week 11 Homework: (due 11/16 on OpenLab): Archive Report

WEEK 12 11/18:
Week 12 Lecture: **Report Development** (Chin)
Week 12 Lab: **Team Progress Presentations**
Week 12 Homework: Report and Presentation Development

WEEK 13 12/2:
Week 13 Lecture: **Review Final Deliverables** (Swift)
Week 13 Lab: **Report Development Review**
Week 13 Homework: Final Report due Next Class on OpenLab

WEEK 14 12/9:
Week 14 Lecture: **Final Reports Due + Final Editing of Presentations** (Chin)
Week 14 Lab: **Final Editing of Presentations**
Week 14 Homework: Continue working on Presentations

WEEK 15 12/16:

Week 15 Lecture: **Formal Presentation of Report** (oral) (Chin + Swift)
Week 15 Lab: **Reflection** (Chin + Swift)

Online Course Readings

Annotated Bibliography, City Tech Library:
http://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Annotated_Bibliography

Architectural Technology Subject Guide, City Tech Library:
http://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Architectural_Technology
Digital Archives Materials, Purdue OWL
http://owl.english.purdue.edu/owl/resource/988/07/

Evaluating Sources, City Tech Library:
http://library.citytech.cuny.edu/uploads/recap.pdf

Historic Maps as Historian's Evidence, Newberry Library:
http://publications.newberry.org/frontiertoheartland/exhibits/show/perspectives/historicmaps/maps
asevidence

How Search Works, Google:
http://static.googleusercontent.com/media/www.google.com/en/us/intl/en/insidesearch/howsearch
works/assets/searchInfographic.pdf

How to Use Prezi, Oregon State University:
http://oregonstate.edu/tac/how-to-use/prezi

Introduction to Archives, Purdue OWL:
http://owl.english.purdue.edu/owl/resource/988/01/

Is It Plagiarism Yet? Purdue OWL:
http://owl.english.purdue.edu/owl/resource/589/02/

NYPL Map Warper
http://maps.nypl.org/warper/

Making Sense of Maps, George Mason University and the American Social History Project, CUNY
http://historymatters.gmu.edu/mse/maps/

Quoting, Paraphrasing, and Summarizing, Purdue OWL:
http://owl.english.purdue.edu/owl/resource/563/01/

Times Square, Wikipedia:
http://en.wikipedia.org/wiki/Times_Square

Lincoln Center, Wikipedia:
https://en.wikipedia.org/wiki/Lincoln_Center_for_the_Performing_Arts

What are archives and how do they differ from libraries? Society of American Archivists:
http://www2.archivists.org/usingarchives/whatarearchives

What are primary sources? Yale University Libraries:

http://www.yale.edu/collections_collaborative/primarysources/primarysources.html

Why and How to Avoid Plagiarism, City Tech Library:
http://library.citytech.cuny.edu/instruction/plagiarism/index.php

Published Course Readings

Boyer, M. Christine. *The City of Collective Memory*. MIT Press, 1996.
Carlson, Marvin. *Places of Performance: The Semiotics of Theatre Architecture*. Cornell University Press, 1993.
Ching, Francis and Steven P. Juroszek. *Design Drawing.* New York: John Wiley & Sons, Inc., 2010.
Dwyer, Catherine and Chris Perry. *Performance and Architecture: A Special Issue. Performing Arts Journal,* 109 (2015).
Diller, Elizabeth, Ricardo Scofidio, Iwan Baan, and Matthew Monteith. *Lincoln Center Inside Out: An Architectural Account*. Bologna, Italy: Damiani, 2012. Print.
Edensor, Tim. "Performing tourism, staging tourism: (Re)producing tourist space and practice." *Tourist Studies* 1.1 (2001), 59-81.
Khan, Omar and Dorita Hanna. "Performance/Architecture: An Interview with Bernard Tschumi," in *Journal of Architectural Education* (2008), 52-58.
Lane, Jill. "Reverend Billy." *TDR,* Vol. 46, No. 1 (Spring 2002), 60-84.
    http://www.csun.edu/~vcspc00g/301/revbilly-tdr.pdf
Lynch, Kevin. *The Image of the City.* The MIT Press. 1960.
Schipper, Emanuel. "City as Performance." *TDR*, Vol. 58, No. 3 (Fall 2014), 18-26
Taylor, William R., ed. *Inventing Times Square: Commerce and Culture at the Crossroads of the World.* Baltimore: Johns Hopkins University Press, 1996.

Additional Bibliography

Badke, William. *Research Strategies: Finding Your Way Through the Information Fog.* New York: Iuniverse, 2014.
Caro, Robert A. *The Power Broker: Robert Moses and the Fall of New York.* New York: Vintage, 1975.
Devine, Jane, and Egger-Sider, Francine. *Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web*. Chicago: ALA-Neal Schuman, 2013.
Fair, Alistair, ed. *Setting the Scene: Perspectives on Twentieth-Century Theatre Architecture.* Surrey: Ashgate Fair, 2015.
Goldberg, Rose Lee. "Dancing about Architecture," in *Scanning: The Aberrant Architectures of Diller and Scofidio* ed. Aaron Betsky, New York, Whitney Museum of American Art, 2003.
Holt, D. B. *How Brands Become Icons: The Principles of Cultural Branding.* Boston: Harvard Business School Press, 2004.
Jackson, Kenneth T. *The Encyclopedia of New York City, 2nd edition.* New Haven, CT: Yale University Press, 2010.
Kershaw, Baz. *Theatre Ecology: Environments and Performance Events.* Cambridge University Press, 2008.
Miller, Kristine F. *Designs on the Public: The Private Lives of New York's Public Spaces.* Minneapolis: University of Minnesota Press, 2007.
Reichl, Alexander J. *Reconstructing Times Square: Politics and Culture in Urban Development.* Lawrence, KS: University Press of Kansas, 1999.
Sagalyn, Lynne B. *Times Square Roulette: Remaking the City Icon.* Cambridge, MA: MIT Press, 2001.

Attendance Policy: NYCCT regulations allow absences for 3 meetings in a bi-weekly class without penalty. Each lateness counts as a half absence. If you are more than 10 minutes late you will be marked absent. A

fourth absence will result in the lowering of the final grade by 10 points (a B- becomes a C-). A fifth absence will result in an automatic WU for the final grade in the course (which becomes an F on your transcript). There are **no exceptions** to this rule, so use your absences wisely. Doctors' notes or any other excuse for an absence or missed deadline will not be accepted, so **save** your absences for unforeseen illnesses or family emergencies. An excellent attendance record is necessary to do well in this course.

Academic Integrity: Students and all others who work with information, ideas, texts, images, music, inventions and other intellectual property owe their audience and sources accuracy and honesty in using, crediting and citation of sources. As a community of intellectual and professional workers, the college recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

General Education Learning Outcomes / Assessment Methods

Learning Outcomes	Assessment Methods
Upon successful completion of this course the student shall be able to:	To evaluate the students' achievement of the learning objectives, the professor will do the following:
1. Develop, purposefully connect and integrate knowledge from a range of architectural, urban studies, information science, and other disciplinary perspectives presented in the course.	1. Review the final report to evaluate integrative, multidisciplinary thinking.
2. Utilize skills in inquiry/analysis to derive meaning from experience as well as gather information from observation.	2. Review the students' research notes and diagrams.
3. Integrate information literacies by gathering, interpreting, evaluating and applying information discerningly from a variety of sources.	3. Review the students' research methodology proposal and bibliography to evaluate critical thinking and analysis across disciplines.

Interdisciplinary Learning Outcomes / Assessment Methods

Learning Outcomes	Assessment Methods
Upon successful completion of this course the student shall be able to:	To evaluate the students' achievement of the learning objectives, the professor will do the following:
1. Purposefully connect and integrate across discipline knowledge and skills to solve problems.	1. Review student reflections and the final report to evaluate integrative, multidisciplinary thinking.
2. Synthesize and transfer knowledge across disciplinary boundaries.	2. Review student reflections and the final report to evaluate integrative, multidisciplinary thinking.
3. Comprehend factors inherent in complex problems.	3. Review the students' research methodology proposal and bibliography to evaluate critical thinking and analysis across disciplines.
4. Think critically, communicate effectively, and work collaboratively.	4. Review the students research notes and diagrams; Review the final report to evaluate critical thinking, effective communication, and effective collaboration.
5. Become flexible thinkers.	5. Review the students' notes, sketches, and photographs to evaluate the discovery process.

Course Intended Learning Outcomes / Assessment Methods

Learning Outcomes	Assessment Methods

Upon successful completion of this course the student shall be able to:	To evaluate the students' achievement of the learning objectives, the professor will do the following:
1. Use the city as a laboratory for learning.	1. Review the students' notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered.
2. Develop a methodological approach to research.	2. Review the students' research methodology proposal and bibliography to evaluate critical thinking and analysis across disciplines.
3. Understand the cultural, social and economic processes that guide the physical development of the built environment.	3. Review the students research notes and diagrams; Review the final report to evaluate integrative, multidisciplinary thinking.
4. Use analytical skills to investigate places.	4. Review the students' notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered.
5. Develop, document, catalogue, and organize information to make it accessible to the public.	5. Review the students' notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered; Review the final report to evaluate integrative, multidisciplinary thinking.
6. Apply observational skills to research and analysis.	6. Review the students' notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered.