

Proposal for

New Course PHIL 2214 ID

Philosophy of the Built Environment

Submitted by

Professor Laureen Park (Philosophy)

and

Professor Phillip Anzalone (Architecture)

Submission History

Submitted to Interdisciplinary Committee

August ?, 2024

Submitted to College Council Curriculum Committee

September 9, 2024

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New Course Proposal Form

Course Title	Philosophy of the Built Environment
Proposal Date	September 9, 2024
Proposer's Name	Professors Laureen Park and Phillip Anzalone
Course Number	PHIL 2214 ID
Course Credits, Hours	3 credits, 3 lecture contact hours
Course Pre / Co-Requisites	ENG 1101
Catalog Course Description	The course is guided by the question, 'what role does the built environment play in how the individual relate to the natural and social world?' Theories and concepts regarding dwelling, designing and building architecture from philosophy, sociology, architectural theory, art history, and others are explored and analyzed. They are also the basis for reflecting upon and evaluating the development of the built environment through time as a response to existential, ethical, cultural, environmental, technological and aesthetic demands.
Brief Rationale Provide a concise summary of why this course is important to the department, school or college.	This course adds to the growing scholarship and academic inquiry in the philosophy of the built environment. The target audience is students who will need an ID course and who would benefit from a course closely related to their subject matter. The course would fulfill the CUNY Pathways "Individuals and Society" and is also open to students from across the college. This course would provide a solid foundation for the ARCH history and theory courses, particularly the new BArch program. It is expected that one 20-seat section would run per semester; the college has qualified professors for teaching as the principal instructors. The course does not require new resources, and there are no course overlaps with existing curriculum.
CUNY – Course Equivalencies Provide information about equivalent courses within CUNY, if any.	CCNY PHIL 32500 – Aesthetics
Intent to Submit as Common Core If this course is intended to fulfill one of the requirements	Proposed Pathways Designation: Individual and Society

in the common core, then indicate which area.	
For Interdisciplinary Courses: Date submitted to ID Committee for review Date ID recommendation received - Will all sections be offered as ID? Y/N	Submitted: September 1, 2024
	Recommendation:
	Only one section at this time
Intent to Submit as a Writing Intensive Course	Yes

New Course Proposal Checklist

Completed NEW COURSE PROPOSAL FORM	
• Title, Number, Credits, Hours, Catalog course description	X
• Brief Rationale	X
• CUNY – Course Equivalencies	X
Completed Library Resources and Information Literacy Form	IP
Course Outline	
Include within the outline the following.	
Hours and Credits for Lecture and Labs If hours exceed mandated Carnegie Hours, then rationale for this	X
Prerequisites/Co- requisites	X
Detailed Course Description	IP
Course Specific Learning Outcome and Assessment Tables <ul style="list-style-type: none"> • Discipline Specific • General Education Specific Learning Outcome and Assessment Tables 	IP
Example Weekly Course outline	X
Grade Policy and Procedure	IP
Recommended Instructional Materials (Textbooks, lab supplies, etc)	IP
Library resources and bibliography	X
Course Need Assessment.	
Describe the need for this course. Include in your statement the following information.	
Target Students who will take this course. Which programs or departments, and how many anticipated? Documentation of student views (if applicable, e.g. non-required elective).	
Projected headcounts (fall/spring and day/evening) for each new or modified course.	X
If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction.	
Where does this course overlap with other courses, both within and outside of the department?	

Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this?	
If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need.	
Course Design Describe how this course is designed.	
Course Context (e.g. required, elective, capstone)	
Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)?	
Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture)	
How does this course support Programmatic Learning Outcomes?	
Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program.	
Additional Forms for Specific Course Categories	
Interdisciplinary Form (if applicable)	X
Interdisciplinary Committee Recommendation (if applicable and if received)* *Recommendation must be received before consideration by full Curriculum Committee	IP
Common Core (Liberal Arts) Intent to Submit (if applicable)	X
Writing Intensive Form if course is intended to be a WIC (under development)	IP
If course originated as an experimental course, then results of evaluation plan as developed with director of assessment.	N/A
(Additional materials for Curricular Experiments)	
Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information).	N/A
Established Timeline for Curricular Experiment	N/A

Chancellor's University Report information**Section AIV: New Course****AIV:** Philosophy / Architecture**Course Number:** PHIL 2214ID**Title:** Philosophy of the Built Environment**Hours:** 3**Credits:** 3 Credits**Prerequisites:** ENG 1101

Course Description: The course is guided by the question, 'what role does the built environment play in how the individual and collective relate to society?' Theories and concepts regarding dwelling, designing and building architecture from philosophy, sociology, architectural theory, art history, and others are explored and analyzed. They are also the basis for reflecting upon and evaluating the development of the built environment through time as a response to existential, ethical, cultural, environmental, technological and aesthetic demands

Rationale: This course adds to the growing scholarship and academic inquiry in the philosophy of the built environment. The target audience is students who will need an ID course and who would benefit from a course closely related to their subject matter. The course would fulfill the CUNY Pathways "Individuals and Society" and is also open to students from across the college. This course would provide a solid foundation for the ARCH history and theory courses, particularly the new BArch program. It is expected that one 20-seat section would run per semester; the college has qualified professors for teaching as the principal instructors. The course does not require new resources, and there are no course overlaps with existing curriculum.

Library Resources and Information Literacy

1	Title of proposal Philosophy of the Built Environment	Department/Program Philosophy / Architecture
	Proposed by (include email & phone) Laureen Park (lpark@citytech.cuny.edu) Phillip Anzalone (panzlaone@citytech.cuny.edu)	Expected date course(s) will be offered Fall 2025 # of students 20

2 **The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (<http://cityte.ch/curriculum>) for articles and ebooks for your courses, or our open educational resources (OER) guide (<http://cityte.ch/oer>). Have you considered using a freely-available OER or an open textbook in this course?**

We intend to use OER as well as already available resources exclusively for this course.

3 **Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.**

Existing City Tech library resources are sufficient for the course assignments

4 **Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**

As the course is developed, as new resources are needed we will consult the Library. At this point additional resources are not needed for the course to run.

5 **Library Faculty Subject Specialist**
Comments and Recommendations

Date

Course Outline

PHIL 2214ID

Philosophy of the Built Environment

3 Contact Hours, 3 Credits

Proposed Pathways Designation: Individual and Society

Co-taught by Professors from Architectural Technology and Philosophy (in Social Science)

Prerequisites: None

Course Description:

The course is guided by the question, 'what role does the built environment play in how the individual and collective relate to society?' Theories and concepts regarding dwelling, designing and building architecture from philosophy, sociology, architectural theory, art history, and others are explored and analyzed. They are also the basis for reflecting upon and evaluating the development of the built environment through time as a response to existential, ethical, cultural, environmental, technological and aesthetic demands.

Assessments: Three low-stakes writing assignments answering questions about course readings, three low-stakes presentations reporting on course readings, a midterm group presentation and individual paper, and a final project consisting of a group presentation and individual paper.

Course Objectives: General and Interdisciplinary Outcomes are outlined in detail below the schedule. Each class session in the schedule lists intended course objectives.

SUGGESTED TEXTBOOKS

Example Weekly Schedule

Week 1 Foundations: History and Definitions in Architecture (Architecture)

- *Readings to be completed for class:* Kenneth Frampton - Chapters 1 through 3 (pages 12 through 40) from *Modern Architecture: A Critical History*. Robert Venturi, *Complexity and Contradiction in Architecture* and Le Corbusier, *Towards a New Architecture* (Pages 1 - 20)
- *Learning Objective:* Learn about the cultural, urban and technological transformations that ushered in the modern era in architectural theory. Consider and evaluate the claim that architecture should welcome the complexity and contradictions of urban experience, and that making and experiencing architecture are always “critical-historical acts”. Evaluate the idea that the strength and value of our contact with buildings will depend on historical knowledge.

Week 2 Foundations: History and Definitions of the Built Environment (Philosophy) Ancient, Modern thinking about the built environment.

- *Readings to be completed for class:* Selections from Plato’s *Timaeus*, Aristotle’s *Physics*, and René Descartes’ *Meditations*.
- *Learning Objective:* Draw connections and contrasts between Ancient and Early Modern attitudes about the natural world and the built environment. Evaluate to what extent the built environment is an extension of or a break from the natural environment and what significance this may have for the goals of architecture.

Week 3 Placelessness and Dwelling (Philosophy)

- *Readings to be completed for class:* Heidegger - “Building, Dwelling, Thinking”; Relph – “Reflections on the Emergence, Aspects and Essence of Place”
- *Learning Objective:* Learn and apply phenomenological concepts in reflecting on lived and abstract space. Understand and analyze Heidegger’s concept of building as a fundamental feature of dwelling in the world. Identify and distinguish Relph’s various definitions of natural, built, and abstract spaces. Reflect on and evaluate the conceptual role of placelessness in situating place.

Week 4 Place and Space (Architecture)

- *Readings to be completed for class:* Umberto Eco (excerpts from *ReThinking Architecture*). *Collage City*, by Fred Koetter and Colin Rowe. *Invisible Cities* by Italo Calvino. Vidler...
- Architecture: Brutalism, International Style, Archigram
- *Learning Objective:* Study the relationship between space and place in the built environment. Compare and contrast theories on the origins of architecture (Laugier’s “primitive hut” and Sempers “Four points of Architecture”). Hyperreality (Las Vegas, Disney)

Week 5 The Terror of Time and Verticality (Philosophy)

- *Readings to be completed for class:* Harries, Karsten. “Building and the Terror of Time”
- *Learning Objective:* Understand and analyze what Harries means by the “terror” of time, and its connection to architecture. Reflect on and evaluate his contention that shelter and monuments are ways for us to cope with decay and mortality.

Week 6 Space and Event (Architecture)

- *Readings to be completed for class:* Sanford Quinter, Architectures of Time.
- Architect: Bernard Tschumi and the engagement of space through the study of montage and film theory as a means of design.
- *Learning Objective:* understanding of how the concept of the event plays a role in architecture through programming.

Week 7 Project/Assessment - A presentation in regards to a topic in the Philosophy of the built environment.

Week 8 Form and Function (Architecture)

- *Readings to be completed for class:* Eisenman, Post Functionalism. Symbolism, sign, signifier (Baudrillard)
- Architect: Peter Eisenman, Adolf Loos (*Ornament and Crime*)
- *Learning Objective:* Understand and evaluate the idea that symbolism in the built environment is a way to convey higher language through the use of visual elements, motifs, and creates buildings that are meaningful and reflective of their cultural context and inner connotations.

Week 9 Form and Function (Philosophy)

- *Readings to be completed for class:* Harries – “Space, Place, and Ethos”, Harries – “Philosophy and the Task of Architecture”
- *Learning Objective:* Understand and analyze Harries’ ideas about the impact of “art for art’s sake” movement on architectural theory. Reflect on and evaluate the roles of form and function in the design of a building, and what the status of “ornamentation” is as an element.

Week 10 Typology (Architecture)

- *Readings to be completed for class:* Raphael Moneo’s “On Typology”
- Architect: Aldo Rossi
- *Learning Objective:* Understand how architectural type plays a role in how society collectively recognizes and affiliates with the built environment. Study the role of typology in the city. Reflect on and evaluate the idea that symbolism and tradition have created our shared definitions and have changed during the modern and postmodern eras.

Week 11 Structuration (Philosophy)

- *Readings to be completed for class:* “Time, Space, and Regionalization” in Anthony Giddens’ *The Constitution of Society*.

- *Learning Objective:* Learn and analyze Giddens' structuration theory and its duality of structure. Reflect on and evaluate the implications of this theory on the role of the built environment in supporting ontological security and trust in social institutions.

Week 12 Topics: Architecture, Technology, and Environmentalism (Architecture)

- *Readings to be completed for class:* *Parametric sustainability vs ecology. "The Work of Art in the Age of Mechanical Reproduction" (1935), Walter Benjamin.*
- *Architect:*
- *Learning Objective:* Study the impact of incremental vs radical change in architectural thought and practice, and consider how the built environment plays a role in future ecologies.

Week 13 Topics: Architecture, Technology, and Environmentalism (Philosophy and Psychology): Guest Lecturer: Eric Rodriguez – Environmental Psychology

- *Readings to be completed for class:* Andrew Benjamin - "Architecture and Technology: A Discontinuous Relation", Bill Devall - "The Deep, Long-Range Ecology Movement"
- *Learning Objective:* Reflect on the relationship between nature and technology - is technology an extension of or agonistic against nature? Analyze and evaluate the impact architecture has upon nature and our attitudes in regards to the natural environment. Consider the debate about the two main approaches to environmentalism: Reformist Environmentalism versus the Deep Ecological Movement.

Week 14 Group Project - A paper and presentation in regards to a topic in the Philosophy of the Built Environment.

Week 15 Final Project/Exam

- Demonstrate learning objectives, including course content and reading, writing, critical thinking, evaluative, and reflective competencies through an in-class exam.

General Education Learning Outcomes

1. KNOWLEDGE:

Develop knowledge of architectural history and theories and philosophical approaches in reflecting on the role of the built environment for society in history. The course addresses the transitions from the pre-modern, modern and postmodern in both architectural history and the historical developments interpreted through the lens of philosophy and sociology. The course also explores Modernism and Post-Modernism as architectural styles, as well as the following schools of thought: Existentialism, Phenomenology, (Post-)Structuralism, Structuration, and Postmodernism.

2. SKILLS:

Learn and acquire skills for inquiry, ethical and aesthetic reflection, analysis, critical thinking, reading, writing, and effective communication. The intent and design of the course supports developing critical reading skills of sophisticated texts, developing general and disciplinary writing skills through regular short, informal assignments throughout the semester, as well as a culminating paper at the end of the semester. The course promotes dialogue and active inquiry through regular discussion in class as well as smaller group work, as well as a multimedia project and presentation. Assignments and projects are opportunities for applying ethical and aesthetic reflection, as well as analytical and critical thinking.

3. INTEGRATION:

This course is co-taught by professors from Architecture and Philosophy, and is governed by a unifying problematic that is ubiquitous in modern society – how the built environment relates to our everyday lives. How does it serve our needs, both functional and aesthetic, and how does it shape our thinking about the spaces that we inhabit and act in? Students read and write about texts that reflect on the built environment and society, and how it is that ideas, values, and concerns relate to the materiality of built places. Students reflect further on the integration between the two disciplines through verbal dialogue in class and groups, a paper, as well as a multimedia project and presentation.

4. VALUES, ETHICS, AND RELATIONSHIPS:

This course explores philosophical and sociological concepts about values, ethics, and relationships. Phenomenological approaches in particular attempt to uncover the many dynamic elements that become concretized into a building. Social values and preferences shape an architectural style, but never so purely as buildings also have functions that have specific requirements. The agents involved in actualizing a design of the building, who in turn are shaped by social forces (as well as psychological, ideological, historical, etc. forces), also determine the built environment in innumerable ways. Structuration postulates that the built environment supports the regularity and trust in institutions that anchors the stability of social praxis.

Interdisciplinary Learning Outcomes

1. Purposefully connect and integrate across-discipline knowledge and skills to solve problems. This course is guided by a unifying problem that is ubiquitous in modern society – how the built environment relates to our everyday lives, how it shapes our thinking about our world, and how it serves our needs. Readings which include architectural theory that adapts philosophy, and philosophy that applies its approaches to problems in architecture, support students in integrating how ideas shape the built environment and vice versa. Along with reading and writing, students reflect further on the integration between the two disciplines through verbal dialogue in class and groups, as well as a multimedia project and presentation.
2. This course was developed by two professors who worked closely to identify topics and source material that would align problems within the two distinct disciplines in a strongly correlated way. The authors of the course texts tend to be interdisciplinary themselves who reach across the aisle without losing their disciplinary bounds. Edward Relph, for example, was trained as a geographer, but writes expertly about the philosophy of place and space. Karsten Harries was trained as a philosopher, but developed a course on the Philosophy of Architecture at Yale University, and became a renowned expert in the field. The urban landscape with which students are familiar also helps to mediate the synthesis and transference of knowledge.
3. The course analyzes the meaning of the built environment through a number of lenses that unpack the implicit and explicit factors that are inherent to its development and role in society. The course draws out the historical, cultural, existential, and aesthetic considerations that play a part in architecture. What are the motivations and goals in the design of buildings? To what extent do they serve utilitarian needs? What role do history and culture play in their development and vice-versa?
4. Apply integrative thinking to problem solving in ethically and socially responsible ways. The integrative thinking resulting from approaching the experience of dwelling in the world through the lenses of Architecture and Philosophy enables students to recognize the close connection of the built environment to ethical and social considerations. As a tool in the hands of a humanity which seeks protection from the elements, architecture can be transgressive, along with other forms of technology. In the unit on environmentalism in particular, the course supports students in tackling the problem of environmental degradation by considering different solutions. The course also analyzes the underlying philosophical premises that shape the making and using of technology as it relates to architecture in society.
5. Recognize varied perspectives. Readings, writing assignments and projects, and class and group discussions allow students to understand and recognize various

perspectives with which to view the built environment and its role in society. Architecture and Philosophy are particularly well situated to demonstrate that contrasting perspectives can still belong to a single problematic given that they are quite distinct in content and method. But at the very heart of buildings, there are philosophical considerations in their conception and design.

6. Gain comfort with complexity and uncertainty. In the course, students are expected to understand the built environment and the complex factors that shape and result from it without being reductive. There are architectural phenomena that lead to uncertainty, like the eclecticism of styles prior to Modernism, or the future of Postmodernism. In terms of Philosophy, students are expected to read texts that are at times abstract and complex. With guidance and support, students will gain comfort in grappling with them.

7. Think critically, communicate effectively, and work collaboratively. Students are given frequent opportunities to work collaboratively in informal discussions, as well as in a group project that will lead to a presentation. Smaller groups can be settings in which students are able to engage in active learning by articulating and crystallizing their ideas to peers who provide immediate feedback in the way of questions or comments.

8. Become flexible thinkers. The course supports flexible thinking by presenting various perspectives on the topic of the built environment in a way that shows the strength and validity of each approach. One approach need not cancel or diminish another. Also, the sheer diversity of perspectives presented militate against taking an inflexible or dogmatic stance on any one particular perspective.

Bibliography

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CUNY Common Core Course Submission Form

College	New York City College of Technology
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	PHIL 2214ID
Course Title	Philosophy of the Built Environment
Department(s)	Social Science and Architectural Technology
Discipline	Philosophy, Architecture
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 1101
Co-requisites (if none, enter N/A)	None
Catalogue Description	The course is guided by the question, 'what role does the built environment play in how the individual relates to the natural and social world?' Theories and concepts regarding dwelling, designing and building architecture from philosophy, sociology, architectural theory, art history, and others are explored and analyzed. They are also the basis for reflecting upon and evaluating the development of the built environment through time as a response to existential, ethical, cultural, environmental, technological and aesthetic demands.
Special Features (e.g., linked courses)	None
Sample Syllabus	Please see syllabus attached

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is

being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
Waivers for Math and Science Courses with more than 3 credits and 3 contact hours	
<p>Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.</p>	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
I. Required Core (12 credits)	
A. English Composition: Six credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative

	representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none">• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none">• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none">• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none">• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none">• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits)	
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	

	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> ● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> ● Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> ● Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> ● Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none"> ● Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> ● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> ● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> ● Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> ● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> ● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> ● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> ● Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> ● Use appropriate technologies to conduct research and to communicate.

<p>D. Individual and Society</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Theoretical approaches from both philosophy and architecture such as phenomenology, modernism, post-structuralism, and existentialism are presented and discussed in interpreting and evaluating architectural styles and developments, and their implications for the individual and society.</p>	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
<p>Course texts and lectures present arguments that provide students opportunities for analysis and critical reflection. Students learn how to infer conclusions based on evidence, both concrete and intellectual, and how to analyze the relevance of given evidence to conclusions, and evaluate arguments for validity and soundness.</p>	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
<p>Both oral presentations and papers are typical assignments in many philosophy and architecture courses. Students will be expected to develop and produce written and oral arguments in papers and group presentations, gaining proficiency in substantiating claims with inferentially related evidence and reasons.</p>	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>As this is an interdisciplinary course, a student will gain facility with two distinct methods and sets of concepts - phenomenological, existential, and structuralist approaches, as well as concepts such as Modernism and Typologies. A student will apply concepts in identifying and characterizing architectural styles and elements and how they relate to an</p>	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

<p>individual's lived experience, as well as larger historical and cultural forces in shaping them.</p>	
<p>A student will study how the built environment is shaped by lived experiences, cultural values, and design choices, and how in turn the built environment conditions the individual's experiences and place in society. Structuration is a theory about the "duality of structure" which explains the regularity of the agent's decisions and the social institutions that underly and are reproduced by them in the milieu of social structures.</p>	<ul style="list-style-type: none"> ● Examine how an individual's place in society affects experiences, values, or choices.
<p>A student will identify and assess the ethical elements involved in the architectural form. He or she will consider to what extent ethical objectives shape or should shape the design of a building. In architecture, ethical considerations are contrasted to aesthetic considerations, and to what extent each should play a role in the design of a building.</p>	<ul style="list-style-type: none"> ● Articulate and assess ethical views and their underlying premises.
<p>A student will learn and apply academic integrity standards in the use of literature for research, writing, and creating content for presentations. He or she will learn ethical ways to paraphrase, quote, and use AI in the course of developing, evidencing and substantiating original claims and ideas.</p>	<ul style="list-style-type: none"> ● Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>A student will identify local, national, and global trends in history and today, and their relationships with individual and collective decision-making, The built environment centers around the local, but it may be shaped by global trends such as the International style, or corporate chain templates that may homogenize and displace local features and textures. This impacts upon individual and collective responses and decisions.</p>	<ul style="list-style-type: none"> ● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

<p>Structuration says that such trends affect an individual's fundamental sense of "ontological security" in her world.</p>	
<p>E. Scientific World</p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> ● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> ● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> ● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> ● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

New York City College of Technology
Interdisciplinary Committee

Criteria for an Interdisciplinary Course

I Interdisciplinary Studies Definition

Interdisciplinary studies involve two or more academic disciplines or fields of study organized around synthesizing distinct perspectives, knowledge, and skills. Interdisciplinary study focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains. Usually theme-based, interdisciplinary courses intentionally address issues that require meaningful engagement of multiple academic disciplines. Pedagogical strategies focus on, but are not limited to, inquiry or problem-based learning.

Although many academic disciplines, such as African American Studies and Engineering, are inherently interdisciplinary, to be considered an interdisciplinary course at City Tech the course must be team-taught^[1] by more than one faculty member from two or more departments^[2] in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus. In its essence, such a course brings the analytic methods of two or more academic disciplines to bear on a specific problem or question. Thus, a course in Music History is not likely to be considered interdisciplinary, but a course in Music History from an economist's perspective might very well lead to such a course. The application of different methods and concepts is the key to assessing whether a course is or is not interdisciplinary. The term interdisciplinary is occasionally used to identify individual projects or assignments, but these, though possibly commendable, fall short in the necessary scope for learning experiences that demand in-depth exposure to the methodologies of distinct intellectual disciplines, and the creative application of these methodologies to specific problems.

Studies show that interdisciplinary courses improve student learning (Elrod & Roth, 2012; Klein, 2010; Lattuca, 2001; Lattuca, Voigt, & Fath, 2004; Project Kaleidoscope, 2011). To foster interdisciplinary learning, the Interdisciplinary Committee has identified goals and outcomes that students taking interdisciplinary courses should be able to achieve.

Learning Outcomes of Interdisciplinary Courses

Students will be able to:

- Purposefully connect and integrate across-discipline knowledge and skills to solve problems
- Synthesize and transfer knowledge across disciplinary boundaries
- Comprehend factors inherent in complex problems
- Apply integrative thinking to problem-solving in ethically and socially responsible ways
- Recognize varied perspectives
- Gain comfort with complexity and uncertainty
- Think critically, communicate effectively, and work collaboratively
- Become flexible thinkers

New York City College of Technology
Interdisciplinary Committee

Application for Interdisciplinary Course Designation

Date Submitted August 22, 2024

Submitted by Professors Laureen Park and Phillip Anzalone

Departments Social Science and Architecture

II. Proposal to Offer an Interdisciplinary Course

1. Identify the course type and title:

An existing course

A new course Philosophy of the Built Environment

A course under development

2. Provide a course description

The course is guided by the question, 'what role does the built environment play in how the individual relates to the natural and social world?' Theories and concepts regarding dwelling, designing and building architecture from philosophy, sociology, architectural theory, art history, and others are explored and analyzed. They are also the basis for reflecting upon and evaluating the development of the built environment through time as a response to existential, ethical, cultural, environmental, technological and aesthetic demands.

3. How many credits will the course comprise? 3 credits, 45 hours per semester

4. What prerequisite(s) would students need to complete before registering for the course? Co-requisite(s)?

Eng 1101

5. Explain briefly why this is an interdisciplinary course.

The course requires the perspectives of both Philosophy and Architecture in order to fully explore the course theme. The architecture perspective is grounded in knowledge of the history, styles, and theories that such training provides. This

supports the student's ability to gain facility with the fundamentals of architecture, as well as the goals and significance of different architectural theories. The philosophy perspective expands and deepens the more general question of the role of architecture for the individual and society by providing different lenses with which to understand its significance.

6. What is the proposed theme of the course? What complex central problem or question will it address? What disciplinary methods will be evoked and applied?

The course will explore the question of the role of the built environment in how the individual perceives and acts in the natural and social world. Architecture plays a key role in how people dwell in the world – providing shelter, centers of work, ritual, and the many activities that people across cultures engage in. Existentialism, phenomenology, structuralism, structuration, and other approaches support the student in analyzing and reflecting on architecture's implications for human experience.

8. Which general learning outcomes of an interdisciplinary course does this course address? Please explain how the course will fulfill the bolded mandatory learning outcome below. In addition, select and explain at least three additional outcomes.

Purposefully connect and integrate across-discipline knowledge and skills to solve problems

This course is guided by a unifying problem that is ubiquitous in modern society – how the built environment relates to our everyday lives, how it shapes our thinking about our world, and how it serves our needs. Readings which include architectural theory that adapts philosophy, and philosophy that applies its approaches to problems in architecture, support students in integrating how ideas shape the built environment and vice versa. Along with reading and writing, students reflect further on the integration between the two disciplines through verbal dialogue in class and groups, as well as a multimedia project and presentation.

Synthesize and transfer knowledge across disciplinary boundaries

This course was developed by two professors who worked closely to identify topics and source material that would align problems within the two distinct disciplines in a strongly correlated way. The authors of the course texts tend to be interdisciplinary themselves who reach across the aisle without losing their disciplinary bounds. Edward Relph, for example, was trained as a geographer, but writes expertly about the philosophy of place and space. Karsten Harries was trained as a philosopher, but developed a course on the Philosophy of Architecture at Yale University, and became a renowned expert in the field. Observing and reflecting on the urban landscape with which students are familiar also helps to

facilitate the synthesis and transference of knowledge.

Comprehend factors inherent in complex problems

The course analyzes the meaning of the built environment through a number of lenses that unpack the implicit and explicit factors that are inherent to its development and role in society. The course draws out the historical, cultural, existential, and aesthetic considerations that play a part in architecture. What are the motivations and goals in the design of buildings? To what extent do they serve utilitarian needs? What role do history and culture play in their development and vice-versa?

Apply integrative thinking to problem solving in ethically and socially responsible ways

The integrative thinking resulting from approaching the experience of dwelling in the world through the lenses of Architecture and Philosophy enables students to recognize the close connection of the built environment to ethical and social considerations. As a tool in the hands of a humanity which seeks protection from the elements, architecture can be transgressive against the natural world, along with other forms of technology. In the unit on environmentalism in particular, the course supports students in tackling the problem of environmental degradation by considering different solutions. The course also analyzes the underlying philosophical premises that shape the making and using of technology as it relates to architecture in society.

Recognize varied perspectives

Readings, writing assignments and projects, and class and group discussions allow students to understand and recognize various perspectives with which to view the built environment and its role in society. Architecture and Philosophy are particularly well situated to demonstrate that contrasting perspectives can still belong to a single problematic given that they are quite distinct in content and method. But at the very heart of buildings, there are philosophical considerations in their conception and design.

Gain comfort with complexity and uncertainty

In the course, students are expected to understand the built environment and the complex factors that shape and result from it without being reductive. There are architectural phenomena that lead to uncertainty, like the eclecticism of styles prior to Modernism, or the future of Postmodernism. In terms of Philosophy, students are expected to read texts that are at times abstract and complex. With guidance and support, students will gain comfort in grappling with them.

Think critically, communicate effectively, and work collaboratively

Students are given frequent opportunities to work collaboratively in informal discussions, as well as in a group project that will lead to a presentation. Smaller groups can be settings in which students are able to engage in active learning by articulating and crystallizing their ideas to peers who provide immediate feedback in the way of questions or comments.

Become flexible thinkers

The course supports flexible thinking by presenting various perspectives on the topic of the built environment in a way that shows the strength and validity of each approach. One approach need not cancel or diminish another. Also, the sheer diversity of perspectives presented militate against taking an inflexible or dogmatic stance on any one particular perspective.

Other

General Education Learning Goals for City Tech Students

- Knowledge: Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning.
- Skills: Acquire and use the tools needed for communication, inquiry, creativity, analysis, and productive work.
- Integration: Work productively within and across disciplines.
- Values, Ethics, and Relationships: Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains.

9. How does this course address the general education learning goals for City Tech students?

Develop knowledge of architectural history and theories and philosophical approaches in reflecting on the role of the built environment for society in history. The course addresses the transitions from the pre-modern, modern and postmodern in both architectural history and the historical developments interpreted through the lens of philosophy and sociology. The course also explores Modernism and Post-Modernism as architectural styles, as well as the following schools of thought: Existentialism, Phenomenology, (Post-)Structuralism, Structuration, and Postmodernism.

Learn and acquire skills for inquiry, ethical and aesthetic reflection, analysis, critical thinking, reading, writing, and effective communication. The intent and design of the course supports developing critical reading skills of sophisticated texts, developing general and disciplinary writing skills through regular short, informal assignments throughout the semester, as well as a culminating paper at the end of the semester. The course promotes dialogue and active inquiry through regular discussion in class as well as smaller group work, as well as a multimedia project and presentation. Assignments and projects are opportunities for applying ethical and aesthetic reflection, as well as analytical and critical thinking.

This course is co-taught by professors from Architecture and Philosophy, and is governed by a unifying problematic that is ubiquitous in modern society – how the built environment relates to our everyday lives. How does it serve our needs and how does it shape our thinking about the spaces that we inhabit and act in? Students read and write about texts that reflect on the built environment and society, and how it is that ideas, values, and concerns relate to the materiality of built places. Students reflect further on the integration between the two disciplines through verbal dialogue in class and groups, a paper, as well as a multimedia project and presentation.

This course explores philosophical and sociological concepts about values, ethics, and relationships. Phenomenological approaches in particular attempt to uncover the many dynamic elements that become concretized into a building. Social values and preferences shape an architectural style, but never so purely as buildings also have functions that have specific requirements. The agents involved in actualizing a design of the building, who in turn are shaped by social forces (as well as psychological, ideological, historical, etc. forces), also determine the built environment in innumerable ways. Structuration postulates that the built environment supports the regularity and trust in institutions that anchors the stability of social praxis.

10.

Which department would house this course[3]? Social Science
Page 35 NYC College of Technology, CUNY

Would all sections of the course be interdisciplinary?

No **Yes**

Would the course be cross-listed in two or more departments?

No **Yes**

How will the course be team-taught?

Co-taught Guest lecturers Learning community

If co-taught, what is the proposed workload hour distribution?

Shared credits Trading credits

Please attach the evaluation framework used to assess the interdisciplinarity of the course.

What strategies/resources would be implemented to facilitate students' ability to make connections across the respective academic disciplines?

<p>This course will be co-taught and the professors will share responsibility in assigning and assessing student work. The philosophy professor will assign and evaluate three low-stakes writing assignments in response to study questions to assess student comprehension of philosophical texts. The architecture professor will require three group presentations applying concepts from architectural theory.</p> <p>In terms of higher stake assessments, there will be a mid-term multimedia project in which groups of students will present on a topic from the first half of the semester. Each member of the group will also write an individual five page essay in which they reflect on their chosen topic. Both professors will grade the presentations and papers, and will average the scores.</p> <p>There will also be a final multimedia project. Like the midterm project, students will be expected to contribute to a group presentation, and individually, they will write a five page paper analyzing and reflecting on their chosen topic. Both professors will grade the presentations and papers, and will average the scores.</p>

11. Would the course be designated as:

a **College Option requirement**[7]? an elective? a Capstone course[8]? other? Explain.

Individual and Society

[1] See “Application for Interdisciplinary Course Designation” question 9b for team-teaching options.

[2] Exceptions are made for Departments that provide a home for multiple disciplines, such as Humanities and Social Science.

[3] An interdisciplinary course for the College Option requirement may be housed in a department that is not liberal arts.

[4] Attach evidence of consultation with all affected departments.

[5] While an interdisciplinary course must be team-taught, there is no formal percentage requirement, but this minimum is a guideline.

[6] In the case that a course is equally taught, include proposed plans for faculty classroom observation and student evaluation of teaching.

[7] To qualify for the College Option, such a course must also meet the New York State definition of a liberal arts and sciences course.

<http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum>

[8] A course proposed as a Capstone course must be separately approved by the Capstone Experience Committee.

Letters of Support

Please find below / attached letters of support from:

Eric M. Rodriguez-Chan, Ph.D.
Chair - Social Science Department
New York City College of Technology
City University of New York

Sanjive Vaidya, RA
Chair - Architectural Technology Department
New York City College of Technology
City University of New York

Justin Vázquez-Poritz, PhD
Dean, School of Arts and Sciences
New York City College of Technology
City University of New York

In addition, this proposal has been presented to the Social Science and Architectural Technology departments. Please find below / attached record of the vote results from the following meetings:

Meeting Minutes from Social Science Department meeting 9/5/2024

Meeting Minutes from Architecture Department meeting 9/5/2024

Meeting Minutes from Architecture Department meeting 9/26/2024

Support Email for Your Proposed ID Course

Eric Rodriguez <ERodriguez@CityTech.Cuny.Edu>

Sun 8/25/2024 10:07 AM

To:Laureen Park <LPark@CityTech.Cuny.Edu>;Phillip Anzalone <PAnzalone@CityTech.Cuny.Edu>
Cc:Budwattie Ramlall <BRamlall@CityTech.Cuny.Edu>

Dear Dr. Park and Dr. Anzalone,

I am writing you in support of your PHIL 2214ID Course Application.

I have read through the materials that you sent me, and I find your proposal to be exactly the sort of interdisciplinary course that the Social Science Department excels at. Your particular combination of Philosophy and Architecture shines a light on what makes our Department so unique and suitable for a class of this type and quality.

Professor Park - As per our discussion this morning, your ID proposal overlaps significantly with the field of **Environmental Psychology**, a sub-field of *Social Psychology* which I happen to be an expert in. I like that you and Professor Anzalone are proposing a co-taught course, but don't see why you couldn't also have a guest lecturer or two to supplement your already outstanding ID course proposal. I am happy to volunteer for this, so please discuss with Professor Anzalone and then just let me know.

Additionally, as a WI-certified instructor myself, I was extremely pleased to see that you are proposing this ID course as Writing Intensive. Thank you both for your commitment to improving student writing from a Philosophical/Architectural perspective.

If you have any questions or require anything else from me with regards to this application, please do not hesitate to reach out.

Thanks and Good Luck!

Best,

Eric

Eric M. Rodriguez-Chan, Ph.D.
Associate Professor of Psychology
Chair - Social Science Department
New York City College of Technology
City University of New York
(City Tech, CUNY)

LETTER OF SUPPORT FROM PROF VAIDYA **in process**

Re: New IDS Class

Justin Vazquez-Poritz <JVazquez-Poritz@CityTech.Cuny.Edu>

Sat 8/24/2024 2:34 PM

To:Laureen Park <LPark@CityTech.Cuny.Edu>

Cc:Eric Rodriguez <ERodriguez@CityTech.Cuny.Edu>;Phillip Anzalone <PAnzalone@CityTech.Cuny.Edu>

 1 attachments (36 KB)

2018-02-07-New_Course_Submission_Form.docx;

Dear Laureen,

I apologize for my delayed response.

This sounds like it could be a fantastic course, and I can't think of a better pair of faculty to develop it.

Just a fun observation-- when you discuss the terror of time, it might be fun to mention entropy. The thermodynamics 2nd law that the entropy in a closed system can never decrease-- it can only increase or stay the same-- is what gives the arrow of time meaning, but I suppose is also the root cause for the terror of time.

Once the course proposal is approved at a Social Science Departmental meeting and signed by Eric, please email it to me and I'll sign it and submit it to the Curriculum Committee. The attached new course form has hyperlinks to the Library form and the ID proposal form which should be filled out as well. Maybe the easiest way is for me to let the Curriculum Chair know that this course is being considered for ID, so then she can let us know if she'll coordinate with ID on it given that they'll need to report the outcome to Curriculum.

I suggest focusing on that first, and pathways later since we first need to get the course approved by the college before we submit it to pathways. Also, if it's ID it will get students so I think making it pathways is of secondary importance anyway. However, if you would like to pursue then let me know and I'm happy to walk you through that.

Also happy to meet if you would like to chat about it and get my suggestions, though it looks to me like this type of course should go smoothly.

Best wishes,

Justin

Justin Vázquez-Poritz, PhD
Dean, School of Arts and Sciences
New York City College of Technology
300 Jay Street, Namm 321
Brooklyn, NY 11201
Phone: 718-260-5008
Email: JVazquez-Poritz@citytech.cuny.edu

From: Laureen Park <LPark@CityTech.Cuny.Edu>

Sent: Thursday, August 15, 2024 5:53 PM

To: Justin Vazquez-Poritz <JVazquez-Poritz@CityTech.Cuny.Edu>

Cc: Eric Rodriguez <ERodriguez@CityTech.Cuny.Edu>; Phillip Anzalone <PAnzalone@CityTech.Cuny.Edu>

Subject: New IDS Class

Hi Justin,

I hope you're having a good summer. I spoke with Eric about a new class that Prof. Anzalone and I have been developing. I would like your guidance and help in shaping this course which has been a labor of love for Phillip and me. It will be called, "Philosophy of the Built Environment" and will be co-taught. Eric tells me that you can also help us with the Pathways

application. We would like to apply for the IS bucket. I've applied for Pathways for several courses in Philosophy, but it has been a while, and I'm not sure if there are any changes to the procedures, etc.

I'm attaching drafts of both the course outline and bibliography for the course. It is not quite finalized, but I wanted to reach out before the curriculum committee's deadline for applying for new courses, and wanted to attach the draft documents to give you a sense of what we were envisioning.

Thank you in advance for your feedback and help. What might be the next steps?

Best,
Laureen

Laureen Park, Ph.D.
Pronouns: She/her
Associate Professor of Philosophy
New York City College of Technology
300 Jay Street, Namm 627
Brooklyn, NY 11201
1-718-260-4953

RESULTS OF SOCIAL SCIENCE VOTE **in process**

RESULTS OF ARCHITECTURE VOTE **in process**

