**LIB 2205/ARCH 2205: LEARNING PLACES: UNDERSTANDING THE CITY**

1 classroom hour, 4 lab/studio hours, 3 credits

Profs. Ting Chin and Christopher Swift

**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.
* Boyer, Catherine. *The City of Collective Memory: Its Historical Imagery and Architectural Entertainments.* Cambridge: MIT Press, 1996.

**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:**

***Reading responses***

Four performance themes (***performing urban identity, tourism, performantive branding, and street/protest theater*)** 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.

***Site Documentation Report: Times Square (parts 1 and 2)***

[See report documents]

***Site Documentation Report: Lincoln Center (parts 1 and 2)***

[See report documents]

***Annotated Bibliography***

A minimum of 2 archival sources, 3 secondary sources, and 2 internet sources. MLA format. 1-2 sentence summary of content and how it supports the research.

***Team Research Portfolio (Final Report)***

An 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) |
| 20% | Written response entries (4) |
| 5% | Annotated Bibliography |
| 15% | Team Research Assignment: OpenLab Portfolio |
| 15% | Team Research Assignment: Presentation |
| 5% | Class Participation |

**COURSE SCHEDULE**

**WEEK 1:**

*Week 1 Lecture:* **Course Introduction** (in-class reading: Khan/Tschumi**)** (Chin + Swift)

Week 1 Lab: **Review of Research Methodologies and Key Terms** (in-class readings: How Google Search Works, Carlson

**WEEK 2:**

*Week 2 Lecture:* **Site Introduction: Times Square** (Chin)

Readings: Reichl, Sagalyn, Taylor

*Week 2 Lab:* **Historical review of Times Square and Performance** (Swift)

*Week 2 Homework:* Reading Response #A

**WEEK 3:**

*Week 3 Lecture:* **Research Seminar: Library and Internet Research** (Swift)

Reading: Architectural Technology Subject Guide, Evaluating Internet Sources

*Week 3 Lab:* **Field Visit: Site Observation & Documentation (Times Square)** (Chin)

*Week 3 Homework:* Site Observation (Times Square) PART I

**WEEK 4:**

*Week 4 Lecture:* **Research Seminar: Archival Sources** (Chin)

Readings: Introduction to Archives, Digital Archives Materials, What are archives and how do they differ from libraries?

*Week 4 Lab:* **Field Visit: *NY Historical Society* or *Museum of the City of NY*** (Swift)

*Week 4 Homework:* Site Observation (Times Square) PART II

**WEEK 5:**

*Week 5 Lecture:* **Site Introduction: Lincoln Center** (Chin)

Readings: Lincoln Center Wikipedia entry, Diller, Sachs, Boyer

*Week 5 Lab****:* Critical Perspectives: Performing Urban Identity** (Swift)

*Week 5 Homework:* Reading Response #1. Create and organize teams.

**WEEK 6:**

Week 6 Lecture: **Critical Perspectives: Street/Protest Theater** (Swift)

Readings: Kershaw

*Week 6 Lab:* **Field Visit: Site Observation & Documentation (Lincoln Center)** (Chin)

*Week 6 Homework:* Site Observation (Lincoln Center) PART I. Reading Response #2

**WEEK 7:**

*Week 7 Lecture:* **Research Seminar: Digital Maps and Sketch-up Documentation** (Chin)

Readings: Historic Maps as Historian’s Evidence, Making Sense of Maps, NYPL Map Warper

*Week 7 Lab:* **Maps and the formation of urban landscape** (Swift)

*Week 7 Homework:* Site Observation (Lincoln Center) PART II. Team Research Outline & Task List.

**WEEK 8:**

*Week 8 Lecture:* **Research Seminar: Data Sources and GIS Documentation and Analysis** (Chin)

Readings: Edensor

*Week 8 Lab:* **Critical perspectives: Tourism and Performance** (Swift)

*Week 8 Homework:* Reading Response #3

**WEEK 9:**

*Week 9 Lecture:* **Critical Perspectives: Performative Architecture and Branding** (Swift)

Readings: Holt, Dwyre

*Week 9 Lab:* **Team Progress Presentations, Final Deliverable Assignments** (Chin)

*Week 9 Homework:* Reading Response #4

**WEEK 10:**

*Week 10 Lecture:* **Final Report Mock Up** (Chin)

*Week 10 Lab:* **Documentation: Annotated Bibliography** (Swift)

Readings: Annotated Bibliography, Quoting, Paraphrasing, and Summarizing, Why and How to Avoid Plagiarism, Is it Plagiarism Yet?

*Week 10 Homework:* Annotated Bibliography

**WEEK 11:**

*Week 11 Lecture:* **Draft Presentations** (Chin)

*Week 11 Lab:* **Presentation Tools Workshop, How to Create an OpenLab Portfolio** (Swift)

Reading: How to Use Prezi and Create an OpenLab Portfolio

*Week 11* *Homework:* Set up OpenLab Portfolio and work on Final Report

**WEEK 12:**

*Week 12 Lecture:* **Report Development** (Chin)

*Week 12 Lab:* **Report Development Review** (Swift)

*Week 12 Homework:* 1st draft of Final Report / OpenLab Portfolio

**WEEK 13:**

*Week 13 Lecture:* **Report Development** (Chin)

*Week 13 Lab:* **Report Development Review** (Swift)

*Week 13 Homework:* Continue working on Final Report and Presentation

**WEEK 14:**

*Week 14 Lecture:* **Final Editing** (Chin)

*Week 14 Lab:* **Final Editing** (Swift)

*Week 14 Homework:* Continue working on Final Report and Presentation

**WEEK 15:**

*Week 15 Lecture:* **Formal Presentation of Report** (written and 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. (Urban Identity and History)

Carlson, Marvin. *Places of Performance: The Semiotics of Theatre Architecture*. Cornell University Press, 1993.

Dwyre, 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), pp. 59-81.

Holt, D. B. *How Brands Become Icons: The Principles of Cultural Branding.* Boston: Harvard Business School Press, 2004.

Khan, Omar and Dorita Hanna. "Performance/Architecture: An Interview with Bernard Tschumi," in *Journal of Architectural Education* (2008),52-58.

Kershaw, Baz. *Theatre Ecology: Environments and Performance Events.* Cambridge University Press, 2008. (Street Theatre)

Reichl, Alexander J. *Reconstructing Times Square: Politics and Culture in Urban Development.* Lawrence, KS: University Press of Kansas, 1999.

Sachs, Edwin O. and Ernest A.E. Woodrow, *Modern Opera Houses and Theatres*, 3 vol. Benjamin Blom: 1968.

Sagalyn, Lynne B. *Times Square Roulette: Remaking the City Icon.* Cambridge, MA: MIT Press, 2001.

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.

Jackson, Kenneth T. *The Encyclopedia of New York City, 2nd edition.* New Haven, CT: Yale University Press, 2010.

Miller, Kristine F. *Designs on the Public: The Private Lives of New York's Public Spaces.* Minneapolis: University of Minnesota Press, 2007.

**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. |