**New York City College of Technology**

**Interdisciplinary Committee**

**Course Review Form**

**DATE:** 9/29/14

**REVIEWER:** Robert Leston

**COURSE TITLE & NUMBER:** LIB3000/ARCH3000

**CREDIT HOURS:** 3

**PREREQUISITES:** ENG1101 and one course in the Flexible Common Core

**COURSE IS:** Existing X New In development

**PROPOSED COURSE DESIGNATION**: X College Option elective Capstone other:

**DEPARTMENT HOUSED IN:** Architectural Technology

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):**  Co-taught

**CREDIT DISTRIBUTION** (if co-taught): 2/1

**CATALOG 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. Students from multiple departments learn together in a methodology that combines physical examination through the lens of architecture and urban studies with information research and data collection through the lens of information studies.

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

Because the course begins with a physical place and seeks to incorporate the various influences and histories that give meaning to a place, it clearly asks questions that are too broad to be answered by any one specific discipline. In addition, the proposers have thoroughly detailed and articulated how the course achieves Gen Ed, Interdisciplinary, and Course Specific learning outcomes. This course meets the IDS criteria.

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

Rather than beginning with a discipline to present knowledge, this course takes an interdisciplinary starting place that easily segues into the incorporation of multiple disciplines. It will be taught by at least two faculty members in different departments. Its nucleus is thoroughly interdisciplinary. Because it uses an interdisciplinary framework, it organically unfolds throughout the semester in an interdisciplinary manner. The course incorporates field work, site visits, primary and secondary data collection, site specific research and digital productions. The structure and orientation to the project proceeds and sustains a holistic approach that is consistent with the “spirit” of interdisciplinarity.

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** Yes.

**STRENGTHS:** The primary strength is in the conception of the plan for the course. The course innovatively begins with the importance of the built environment specific to cities, a beginning that opens itself to the histories, cultures, and economics that revolve around specific places. The opportunities for exploration and interdisciplinarity are layered and rich. The methodological approach that begins with primary and secondary research into a specific place and then branches out and down to reveal the complexity of a given place reveals a conscientious and concerned approach.

**WEAKNESSES:** Proposers have not addressed how they will facilitate the day-to-day logistics concerning students’ busy schedules and the need to conduct onsite field work.