

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

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

Profs. Nora Almeida (Library) and Christopher Swift (Humanities)

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

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 a collaborative, scaffolded research project during which students will develop a project proposal, annotated bibliography, research outline, podcast, and OpenLab project site.

Assignments:***Reading responses (Blog)***

Blogs will be posted on the course OpenLab site. Students will be asked to integrate concepts from the two weekly readings and then post a 150-200-word blog entry. Students should demonstrate their capacity to think critically and analyze texts.

Site Documentation Report

Students will complete three site reports related to themes introduced in class (urban space, public space, and contested space). The reports are comprised of two parts and will be completed after a classroom visit to a specific site in New York City. In the first part of the report, students will record observations about the material aspects of the space: dimension and design. For the second stage, students will be asked to research demographic and historical information about the site. Each site report will be framed by a research question.

Team Annotated Bibliography and Outline

A minimum of 2 sources (one archival or academic and one internet) per group member. MLA format.

Team Project Site (Final Project)

An OpenLab portfolio that will contain a collaboratively developed research proposal, outline, podcast, image gallery, and a short introduction.

Team Podcast (Final Project)

A 20-minute podcast exploring a place and a specific socio-political issue affecting the community associated with that place. Students will address how that place or community might be transformed through a real or hypothetical performative event. Students will work from a central research question and adopt a creative rhetorical strategy to address their question in a podcast format.

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

30%	Site Documentation Reports (3)
15%	Blog entries (5): 3 pts. each
5%	Annotated Bibliography
5%	Outline
15%	Team Research Assignment: OpenLab Project site
25%	Team Research Assignment: Podcast
5%	Class Participation

COURSE SCHEDULE

WEEK 1: Course Introduction

TOPICS: Review course policies, syllabus, and OpenLab. What is the difference between the concepts *theatre* and *performance*? What are the essentials of each? How is performance social? Does “liveness” matter, and if so, why? What is the role of the audience in the creation of social meaning? How do designed spaces confer meaning and shape behaviors? How can users reify designed spaces through performance?

ACTIVITIES: In-class reading and free writing: Akhtar, Boal, Kushner. 45 minute workshop on architectural sketching. 1 hour activity: evaluating sources and understanding relationships between information. Prepare students for upcoming readings.

WEEK 2: Performance, Performativity, and Urban Space

TOPICS: Performative architecture. Creating meaning in urban environments. Community and place. The semiotics of architecture and space. Review Site Report Template.

ACTIVITIES: Sketching. Watch Liz Diller *Ted Talk*. Using books, gov documents, maps. Prepare students for upcoming readings.

SITE VISIT: Highline or Lincoln Center

Week 2 Homework (due today):

Read: Lynch (chapter 1); Dwyre and Perry, “Introduction”; Kolarevic

Listen: *West Side Story: The Making of Lincoln Center*. Bowery Boys (2016) or (*Unofficial*) *Highline Walking Tour*. Bowery Boys (2012)

Blog Response 1 (150-200 words)

WEEK 3: Performance, Performativity, and Urban Space

TOPICS: Identity and Performance: race, gender, sexuality. How are sexual/gender norms or racialized norms (distinct from one another) constructed, and how can they be subverted? How do these processes play out in different social spaces?

ACTIVITIES: Watch Marina Abramovic documentary. Read and free-write on Newkirk article in the *Atlantic*. Prepare students for upcoming readings. Guest lecturer: Taylor Mac.

Week 3 Homework (due today):

Read: Salih (excerpts); hooks; Solga

Listen: *Social Justice Tours*. Audio Interference (2017)

Blog Response 2 (150-200 words)

WEEK 4: Performance, Performativity, and Urban Space

TOPICS: Documenting performance and performance as documentation. Access and audience and acculturation. Archives.

SITE VISIT: LaMama Archive and Attend Performance

Week 4 Homework (due today):

Read: Khan-Cullors, Bandele, and Davis (excerpts); Emergency Index (intro)

Complete Site Report 1: Urban Space (Research component: Books, Gov Docs, Maps)

WEEK 5: Rules of the Public Sphere

TOPICS: Hard rules for public behavior. Enforcement and Surveillance. Zoning and use.

ACTIVITIES: Discuss resources: nyc.gov and Carto mapping. Sketching. Prepare students for upcoming readings.

SITE VISIT: Zuccotti Park

Week 5 Homework (due today):

Read: Foderaro; Cahill

WEEK 6: Rules of the Public Sphere

TOPICS: Soft rules for public behavior. Architectural semiotics. Commons: informational and spatial.

SITE VISIT: NY Historical Society and Central Park (performance)

Week 6 Homework (due today):

Read: Caffentzis; Hogue; Tschumi, Khan and Hanna

Blog Response 3 (150-200 words)

WEEK 7: Rules of the Public Sphere

TOPICS: Subversion. Risk. Rehearsing new rules theatrically

ACTIVITIES: Watch *Fires in the Mirror: Crown Heights, Brooklyn, and Other Identities*; Research: News, Academic. Prepare students for upcoming readings.

Week 7 Homework (due today):

Read: Deaver Smith; Solnit and Jelly-Schapiro

Blog Response 4 Due

WEEK 8: Contested Spaces: Occupation, Resistance, and the Living Archive

TOPICS: Occupation as performance. Performance as resistance.

ACTIVITIES: Sketching. Prepare students for upcoming readings.

SITE VISIT: Performance or Performance Art TBD (Examples: Reverend Billy and the Church of Stop Shopping, LGBTQ, Mayday)

Week 8 Homework (due today):

Read: Greenwald and MacPhee (excerpts); Lane.

Complete Site Report 2: Public Space (Research: Gov Docs, News, Academic)

WEEK 9: Contested Spaces: Occupation, Resistance, and the Living Archive

TOPICS: Documenting Cultural production; Annotated Bibliography.

ACTIVITIES: Guest Lecture Mike Clemow (Free Radio Gowanus) on Pirate Radio & Documenting Protest; Ryan McGrady Documenting Proquest on Wikimedia Commons. Prepare students for upcoming reading.

Week 9 Homework (due today):

Read: *The Anthropozine*; Shank

Listen: *Podcasters & Propagandists*. Audio Interference (2017)

Blog Response 5 Due

WEEK 10: Contested Spaces: Occupation, Resistance, and the Living Archive

TOPICS: Cultural production as Documentation; Archiving as Performance

ACTIVITIES: Printmaking at Interference Archive (screenprinting activity using symbols from historic social movements uncovered at the archive)

SITE VISIT: Interference Archive

Week 10 Homework (due today):

Read: Diana Taylor (Ch 1.); Progressive Librarians Guild History; Alternative Press Index

Listen: "How to Preserve Change"

Complete Site Report 3: Contested Space (Research: Archival)

WEEK 11: Project Development and Review

TOPICS: How to Podcast and Create an OpenLab Portfolio

ACTIVITIES: Podcasting Tools + Live podcasting w/ Audio Interference (TBD)

Week 11 Homework (due today):

Record: Sounds related to issue to explore

WEEK 12: Project Development and Review

Week 12 Homework (due today):

Read: *Resistance Revival Toolkit*

1st Outline due

WEEK 13: Project Development and Review

Week 13 Homework (due today):

Continue working on Final Report and Presentation

Annotated Bibliography due

WEEK 14: Final Editing

Week 14 Homework (due today):

Continue working on Final Report and Presentation

WEEK 15: Final Editing

ACTIVITIES: Presentations of Podcasts and Materials. Reflection free write.

Week 15 Homework (due today):

Final Report and Presentation Due on OpenLab

Online Course Resources

Annotated Bibliography, Purdue Owl

<https://owl.english.purdue.edu/owl/resource/614/1/>

Architectural Technology Subject Guide, City Tech Library:

http://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Architectural_Technology

Citation and Formatting Guide

<http://libguides.citytech.cuny.edu/citations/MLA>

What are archives and how do they differ from libraries? Society of American Archivists:

<http://www2.archivists.org/usingarchives/whatarearchives>

Published Course Readings

The AnthropoZine, <http://anthropocozine.wpengine.com/>

Akhtar, Ayad. "An Antidote to Digital Dehumanization? Live Theater." *New York Times*. December 29, 2017. <https://www.nytimes.com/2017/12/29/theater/ayad-akhtar-steinberg-award-digital-dehumanization-live-theater.html>

Boal, Augusto. *Theater of the Oppressed*. New York: Theatre Communications Group, 1993, pp. 132-133.

Caffentzis, George. "Commons," *Keywords for Radicals*, Eds. Kelly Fritsch, Clare O'Connor, and AK Thompson, AK Press, 2016, pp. 95-101.

Cahill, et. al. "The Right to the Sidewalk: The Struggle over Broken Windows, Policing, Young People, and NYC Streets," in Hou and Kierbein, *City Unsilenced: Urban Resistance and Public Space in the Age of Shrinking Democracy*. London: Routledge, 2017, pp. 94-105.

de Certeau, Michel. *The Practice of Everyday Life*, trans. Steven Rendall, University of California Press, Berkeley 1984.

Dwyre, Catherine and Chris Perry. *Performance and Architecture: A Special Issue. Performing Arts Journal*, 109 (2015).

Emergency Index: An Annual Documentation of Performance Practice, <https://emergencyindex.com/>

Eubanks, Virginia. *Automating Inequality: How High-Tech Tools Profile, Police and Punish the Poor*. New York: St. Martin's Press, 2017.

Foderaro, Lisa. "Privately Owned Park, Open to the Public, May Make Its Own Rules." *New York Times*, 13 Oct. 2011. <http://www.nytimes.com/2011/10/14/nyregion/zuccotti-park-is-privately-owned-but-open-to-the-public.html>

Greenwald, Dara, and Josh MacPhee, eds. *Signs of Change: Social Movement Cultures, 1960s to Now*. Ak Press, 2010.

Hogue, Simon. "Performing, Translating, Fashioning: Spectatorship in the Surveillant World." *Surveillance & Society* 14.2 (2016): p. 168.

hooks, bell. "Performance Practice as a Site of Opposition," *Let's Get It On: The Politics of Black Performance*, Ed. Catherine Ugwu, Seattle: Bay Press, 1995, pp. 210-221.

"How to Preserve Change: Activist Archives & Video Preservation." *More Podcast, Less Process*. <https://keepingcollections.org/more-podcast-less-process-episode-002/>

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- Kushner, Tony, Linda Frye Burnham, Doug Paterson, Archon Fung, John O'Neal, Roberta Uno, Holly Hughes Peter Brosius, Caron Atlas, Dorinne K. Kondo, Rubén Martínez, William Alexander, Dudley Cocke, Graciela I. Sanchez, John Malpede, Mary Pottenger, Tim Miller, Melanie Joseph, William Pope. L. "How Do You Make Social Change?." *Theater* 31, no. 3 (2001): 62-93.
<https://muse.jhu.edu/article/34175/pdf>
- Lane, Jill. "Reverend Billy: Preaching, Protest, and Postindustrial Flânerie," *TDR* 46(1) (Spring 2002): 60-84.
- Lefebvre, Henri. *The Production of Space*, trans. Donald Nicholson-Smith. Blackwell, 1991.
- Lynch, Kevin. *Image of the City*. Cambridge, Mass.: MIT Press, 1960.
- "PLG's History: Actions and Ideas through Time." *Progressive Librarians Guild*.
<http://www.progressivelibrariansguild.org/content/history.shtml>
- Resistance Revival Chorus Toolkit, <https://medium.com/@resistancerevivalchorus/resistance-revival-chorus-tool-kit-260ed7438977>
- Salih, Sara. "On Judith Butler and Performativity," in Salih and Butler, eds. *The Judith Butler Reader*. Oxford: Blackwell, 2004, pp. 55-68.
- Shank, Theodore. "Squat Theatre." *Beyond the Boundaries: American Alternative Theatre*. Ann Arbor: University of Michigan Press, 2002.
- Smith, Anna Deavere. *Fires in the Mirror: Crown Heights, Brooklyn, and Other Identities* (1992).
- Solga, Kim. "Dress Suits to Hire and the Landscape of Queer Urbanity," in Hopkins, Orr, and Solga, eds. *Performance and the City*. Palgrave, 2009, pp. 152-168.
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- Tsukayama, Hayley. "It takes more than social media to make a social movement." *The Washington Post*, 31 January 2017. https://www.washingtonpost.com/news/the-switch/wp/2017/01/31/it-takes-more-than-social-media-to-make-a-social-movement/?utm_term=.1bb0dc4f2110

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- Broyles-Gonzalez, Yolanda. "El Teatro Campesino and the Mexican Popular Performance Tradition," *Radical Street Performance: An International Anthology*, ed. Jan Cohen-Cruz, New York: Routledge, 1998, pp. 245-54.
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- _____. *Utopia in Performance: Finding Hope at the Theater*. University of Michigan Press, 2005.

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<https://ebookcentral.proquest.com/lib/citytech-ebooks/detail.action?docID=3414662>
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- Goonewardena, Kanishka. "Space," *Keywords for Radicals*, Eds. Kelly Fritsch, Clare O'Connor, and AK Thompson, AK Press, 2016, pp. 407-414.
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Tschumi, Bernard. *Architecture and Disjunction*. Cambridge, Mass.: The MIT Press, 1994.

Performance Documentaries and Podcasts

Good Morning Gitmo. Hilmy, Mishu and Eric Simon (2014)

Resist: To Be With The Living (Living Theatre documentary, 2004)

How to Survive a Plague (Act Up documentary 2012)

Stonewall Uprising. (PBS: American Experience, 2011)

Black Lives Matter: The Story of a Slogan. BBC World Service Documentary Radio:
<http://www.bbc.co.uk/programmes/p03gzydx>

Bread and Puppet Theatre Podcasts:
<http://www.davidcayley.com/podcasts?category=Bread+and+Puppet+Theater>
<http://interferencearchive.org/audio-interference-46-bread-and-puppet-theater/>

Marina Abramovic: The Artist is Present (2012)

Reverend Billy and the Church of Stop Shopping (2002)

The Hand that Feeds (undocumented immigrants in food service, 2015)
https://www.buzzfeed.com/norawhelan/protest-and-resistance-documentaries?utm_term=.ppY77OP9Y#.lyNkkGo5N

3/Fifths, Sojourners, Her Portmanteau, World Builders (2017) *Maxamoo Podcast*
<http://www.maxamoo.com/podcast/3fifths-sojourners-her-portmanteau-world-builders/>

Artists evicted in Gowanus. Radio Free Gowanus (2015).
<http://www.radiofreegowanus.org/episodes/2015/11/15/episode-3-artists-evicted-in-gowanus-9th-st-2nd-ave>

Social Justice Tours. Audio Interference (2017) <http://interferencearchive.org/audio-interference-42-social-justice-tours/>

Podcasters & Propagandists. Audio Interference (2017)
<http://interferencearchive.org/podcasters-propagandists-listen-to-a-recording-of-our-event/>

West Side Story: The Making of Lincoln Center. Bowery Boys (2016)
<http://www.boweryboyshistory.com/tag/lincoln-center>

(Unofficial) *Highline Walking Tour*. Bowery Boys (2012)
<http://www.boweryboyshistory.com/2012/03/bowery-boys-high-line-audio-walking.html>

Guest Lecturers (proposed)

Marta Ettinger, Benjamin Shepard, Mike Clemow, Josh McPhee, Ryan McGrady, Anne Hamburger
Taylor Mac

Attendance Policy

It is the conviction of Profs. Almeida and Swift that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Participation

One goal of a college education is to learn how to engage in critical conversation. This skill involves summarizing your ideas persuasively, defending your interpretations with evidence, listening to those who disagree with you, and re-evaluating your claims based on other arguments or evidence. In this class, you cannot demonstrate and further develop critical discourse unless you are actively present in class. Therefore, attendance means not only arriving to class on time but also actively participating.

CUNY Policy on 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 citing 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 at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

Statement on Students with Disabilities

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Students Support Services (OSSS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from OSSS, which is located in Room A-237. It is the student's responsibility to initiate contact with the OSSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.

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.