

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

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

**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.

Faculty from the Library and Architectural Technology Departments are teaching the course this semester, and will thus focus course material through a lens of architecture, urban studies, and information studies.

**Course context:** This special topics 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:**

Badke, William. *Research Strategies: Finding Your Way Through the Information Fog*. New York: Luniverse, 2014.

Crowe, Norman, and Paul Laseau. *Visual Notes for Architects and Designers*. Hoboken, NJ: Wiley, 2012. Print.

**Attendance Policy:** No more than 10% absences are permitted during the semester. For the purposes of record, two lateness are considered as one absence. Exceeding this limit will expose the student to failing at the discretion of the instructor.

**Course Structure:** This course combines a series of research seminars with field work, site visits and documentation, and on and off campus research. Combinations 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 as well as a Wikipedia Entry or Existing Site Editing. The Final Report will be published on the Open Lab and accessible to the entire City Tech community.

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

|     |                            |
|-----|----------------------------|
| 50% | Site Documentation Reports |
| 10% | Annotated Bibliography     |
| 15% | Team Research Assignment   |
| 20% | Final Report Assignment    |
| 5%  | Class Participation        |

**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**

| <b>Learning Outcomes</b>   | <b>Assessment Methods</b>   |
|--|---|
| 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 assignment 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' site documentation report, 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 annotated bibliography, and team research assignment to evaluate critical thinking and analysis across disciplines. |

**Interdisciplinary Learning Outcomes / Assessment Methods**

| <b>Learning Outcomes</b>  | <b>Assessment Methods</b>   |
|---|---|
| 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 Wikipedia assignment to evaluate integrative, multidisciplinary thinking.   |
| 2. Synthesize and transfer knowledge across disciplinary boundaries.                            | 2. Review student reflections and the final report assignment 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' class participation and 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' site documentation report, notes, sketches, and photographs to evaluate the discovery process.  |

**Course Intended Learning Outcomes / Assessment Methods**

| <b>Learning Outcomes</b>  | <b>Assessment Methods</b>   |
|---|---|
| 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' site documentation reports, notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered. |
| 2. Develop a methodological approach to                                 | 2. Review the students' research methodology  |

|   |   |
|---|---|
| research.   | proposal, annotated bibliography, and team research assignment 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 team research assignment and the final report assignment to evaluate integrative, multidisciplinary thinking.   |
| 4. Use analytical skills to investigate places.   | 4. Review the students' site documentation report, 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' site documentation report, 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.   |

## Outline of Class Meetings:

### 1. Course Introduction

Readings: Wikipedia article on NYCHA, Public Housing, Urban Renewal, Downtown Brooklyn

### 2. Review of Research Methodologies, Source Evaluation

Readings: How Search Works, Evaluating Internet Sources

### 3. Site Introduction

Overview of Downtown Brooklyn

Discussion on Urban Renewal

Tools for Site Investigation (SketchUp and Geo-referencing)

### 4. Field Visit: General Review

Initial Site Visit and Documentation

Readings: Selections from Visual Notes for Architects and Designers

*Homework:* Site Report + Reflection

### 5. Research Seminar: Site Background, Library and Internet Research

Reading: Architectural Technology Subject Guide

### 6. Field Visit: Site Observation & Documentation

Readings: Selections from Visual Notes for Architects and Designers

Detailed Site Visit

Focused Documentation

*Homework:* Site Report: Observations, Sketches, Photos, and Notes

### 7. Research Seminar: Information Sources & Primary Sources

Readings: Primary, Secondary, and Tertiary Sources, What are Primary Sources?

### 8. Field Visit: Brooklyn Historical Society

Readings: Selections from Visual Notes for Architects and Designers

*Homework:* Reflection and Archive Notes

**9. Research Seminar: Identify Research Tracks and Teams**

Clarify Primary Source Targets for Each Research Track

**10. Team Research Organization, Wikipedia Campus Ambassador Presentation**

Reading: Nicholson Baker "The Charms of Wikipedia"

*Homework:* Team Research Outline & Task List

**11. Research Seminar: Digital Maps and Three Dimensional Visualization**

Readings: Historic Maps as Historian's Evidence, Making Sense of Maps

**12. Field Visit: NYPL Map Room**

*Homework:* Map Research Notes

**13. Research Seminar: Archival Sources**

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

**14. Field Visit: Archives**

Readings: About page and other selections of the website for whichever archive we visit

*Homework:* Archive Research Notes

**15. Research Seminar: Data Sources and GIS Documentation and Analysis**

**16. Field Visit: Site Observation & Documentation**

*Homework:* Site Report: Observations, Sketches, Photos, and Notes

**17. Research Documentation: Annotated Bibliography**

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

*Homework:* Annotated Bibliography

**18. Team Progress Presentations**

Draft Development of Annotated Bibliography

**19. Team Progress Presentations, Final Deliverable Assignments**

*Homework:* Reflection on Progress, Next Steps

**20. Final Report Mock Up**

**21. Wikipedia Campus Ambassador Presentation**

**22. Presentation Tools Workshop**

Reading: How to Use Prezi

**23. Report Development**

**24. Report Development Review**

*Homework:* Draft of Final Report / Wikipedia edits finished

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**25. Report Development**

*Homework:* Continue working on Final Report and Presentation

**26. Report Development Review**

*Homework:* Continue working on Final Report and Presentation

**27. Final Editing**

*Homework:* Continue working on Final Report and Presentation

**28. Final Editing**

*Homework:* Continue working on Final Report and Presentation

**29. Formal Presentation of Report**

**30. Reflection**

## Course Readings

Annotated Bibliography, City Tech Library:

[http://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Annotated\\_Bibliography](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](http://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Architectural_Technology)

Baker, Nicholson. "The Charms of Wikipedia." *The New York Review of Books*. N.p., 20 Mar. 2008. 55(4)

<http://www.nybooks.com/articles/archives/2008/mar/20/the-charms-of-wikipedia/>

Digital Archives Materials, Purdue OWL:

<http://owl.english.purdue.edu/owl/resource/988/07/>

Evaluating Internet Sources, University of Illinois Libraries:

[http://www.library.illinois.edu/export/uql/howdoi/evaluate\\_internet.pdf](http://www.library.illinois.edu/export/uql/howdoi/evaluate_internet.pdf)

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/mapsasevidence>

How Search Works, Google:

<http://static.googleusercontent.com/media/www.google.com/en/us/intl/en/insidesearch/howsearchworks/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/>

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Is It Plagiarism Yet? Purdue OWL:

<http://owl.english.purdue.edu/owl/resource/589/02/>

Making Sense of Maps, George Mason University and the American Social History Project, CUNY

<http://historymatters.gmu.edu/mse/maps/>

<https://owl.english.purdue.edu/owl/resource/589/02/>

Primary, secondary, and tertiary sources, Virginia Tech University Libraries:

<http://www.lib.vt.edu/help/research/primary-secondary-tertiary.html>

Quoting, Paraphrasing, and Summarizing, Purdue OWL:

<http://owl.english.purdue.edu/owl/resource/563/01/>

Wikipedia Sites:

[https://en.wikipedia.org/wiki/New\\_York\\_City\\_Housing\\_Authority](https://en.wikipedia.org/wiki/New_York_City_Housing_Authority)

[https://en.wikipedia.org/wiki/Queensbridge\\_Houses](https://en.wikipedia.org/wiki/Queensbridge_Houses)

[https://en.wikipedia.org/wiki/Public\\_space](https://en.wikipedia.org/wiki/Public_space)

[https://en.wikipedia.org/wiki/Public\\_housing](https://en.wikipedia.org/wiki/Public_housing)

[https://en.wikipedia.org/wiki/Robert\\_Moses](https://en.wikipedia.org/wiki/Robert_Moses)

[https://en.wikipedia.org/wiki/Urban\\_renewal](https://en.wikipedia.org/wiki/Urban_renewal)

[https://en.wikipedia.org/wiki/Downtown\\_Brooklyn](https://en.wikipedia.org/wiki/Downtown_Brooklyn)

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](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>

[http://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Architectural\\_Technology](http://library.citytech.cuny.edu/research/subjectGuides/wiki/index.php/Architectural_Technology)

## Bibliography

Devine, Jane, and Egger-Sider, Francine. *Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web*. Chicago: ALA-Neal Schuman, 2013.

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.