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:**


**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 on and off campus research. Combinations of individual and team assignments as well as class participation are the basis for the final grade.

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

- 20% Site Documentation + Library/Archive Reports
- 20% Mid-Term
- 15% Outline
- 20% Annotated Bibliography
- 15% Podcast
- 10% 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 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 is punishable by penalties, including failing grades, suspension and expulsion.

**General Education Learning Outcomes / Assessment Methods**
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<tr>
<th>Learning Outcomes</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>Upon successful completion of this course the student shall be able to:</td>
<td>To evaluate the students’ achievement of the learning objectives, the professor will do the following:</td>
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<tr>
<td>1. Develop, purposefully connect and integrate knowledge from a range of architectural, urban studies, information science, and other disciplinary perspectives presented in the course.</td>
<td>1. Review the final report assignment to evaluate integrative, multidisciplinary thinking.</td>
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<td>2. Utilize skills in inquiry/analysis to derive meaning from experience as well as gather information from observation.</td>
<td>2. Review the students’ site documentation report, research notes, and diagrams.</td>
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<tr>
<td>3. Demonstrate and apply information literacy aptitude by gathering, interpreting, evaluating and applying information discerningly from a variety of sources.</td>
<td>3. Review the students’ research methodology proposal, annotated bibliography, and team research assignments to evaluate critical thinking and analysis across disciplines.</td>
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### Interdisciplinary Learning Outcomes / Assessment Methods

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<td>Upon successful completion of this course the student shall be able to:</td>
<td>To evaluate the students’ achievement of the learning objectives, the professor will do the following:</td>
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<tr>
<td>1. Purposefully connect and integrate across-discipline knowledge and skills to solve problems.</td>
<td>1. Review student reflections and Wikipedia assignment to evaluate integrative, multidisciplinary thinking.</td>
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<td>2. Synthesize and transfer knowledge across disciplinary boundaries.</td>
<td>2. Review student reflections and the final report assignment to evaluate integrative, multidisciplinary thinking.</td>
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<tr>
<td>3. Comprehend factors inherent in complex problems.</td>
<td>3. Review the students’ research methodology proposal, and bibliography to evaluate critical thinking and analysis across disciplines.</td>
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<tr>
<td>4. Think critically, communicate effectively, and work collaboratively.</td>
<td>4. Review the students’ class participation and research notes and diagrams; review the final report to evaluate critical thinking, effective communication, and effective collaboration.</td>
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<tr>
<td>5. Become flexible thinkers.</td>
<td>5. Review the students’ site documentation report, notes, sketches, and photographs to evaluate the discovery process.</td>
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### Course Intended Learning Outcomes / Assessment Methods

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<td>Upon successful completion of this course the student shall be able to:</td>
<td>To evaluate the students’ achievement of the learning objectives, the professor will do the following:</td>
</tr>
<tr>
<td>1. Use the city as a laboratory for learning.</td>
<td>1. Review the students’ site documentation reports, notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered.</td>
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<tr>
<td>2. Develop a methodological approach to research.</td>
<td>2. Review the students’ research methodology proposal, annotated bibliography, and team research assignment to evaluate critical thinking and analysis across disciplines.</td>
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3. Understand the cultural, social and economic processes that guide the physical development of the built environment.

4. Use analytical skills to investigate places.

5. Develop, document, catalogue, and organize information to make it accessible to the public.

6. Apply observational skills to research and analysis.

3. Review the students’ research notes and diagrams; Review the team research assignment and the final report assignment to evaluate integrative, multidisciplinary thinking.

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. 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. Review the students’ notes, sketches, and photographs to evaluate the care of observation and the reflection of important issues discovered.

Course Readings

Annotated Bibliography, City Tech Library:
http://libguides.citytech.cuny.edu/AnnotatedBibliography

Architectural Technology Subject Guide, City Tech Library:
http://libguides.citytech.cuny.edu/archtech


http://www.smithsonianmag.com/history/whiskey-wars-left-brooklyn-ruins-180953352/

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/ugl/howdoi/evaluate_internet.pdf

Evaluating Sources, City Tech Library:

Historic Maps as Historian’s Evidence, Newberry Library:
http://publications.newberry.org/frontiertohartland/exhibits/show/perspectives/historicmaps/mapsas_evidence

How Search Works, Google:

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/

Li, Shirley. WikiGalaxy: A visualization of Wikipedia Rabbit Holes:


Making Sense of Maps, George Mason University and the American Social History Project, CUNY
http://historymatters.gmu.edu/mse/maps/


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/

http://www.newyorker.com/books/page-turner/why-is-academic-writing-so-academic

Spacial Data on the Internet
http://library.columbia.edu/locations/dssc/data/spatialdata.html

Students Can’t Access Essential Research


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:
Digital Platforms & Databases

Avery Index to Architecture Periodicals
https://library.citytech.cuny.edu/research/articles/avery-index-architectural-periodicals-ebsco

CartoDB
https://cartodb.com/

NYPL Map Warper
http://dev.maps.nypl.org/warper/

OpenLab
https://openlab.citytech.cuny.edu/almeidamontgomerylib2205arch2205sp2016/

Prezi
https://prezi.com/

Sketchup
http://www.sketchup.com/

Social Explorer
https://library.citytech.cuny.edu/research/articles/social-explorer

Tableau Public
https://public.tableau.com/s/

Urban Layers
http://io.morphocode.com/urban-layers/

Wiki Edu Course Site
https://dashboard.wikiedu.org/courses/NYCCT/Learning_Places_(Spring_2016)

Bibliography


**Outline of Class Meetings**

See Course Planner