

**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: Iuniverse, 2014. (Reserve Z710 .B23 2014)

Crowe, Norman, and Paul Laseau. *Visual Notes for Architects and Designers*. Hoboken, NJ: Wiley, 2012. Print. (Reserve NA2750 .C76 2012)

**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**

<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. Demonstrate and apply information literacy aptitude 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 assignments 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 research.	2. Review the students' research methodology 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.

## 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>

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

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

Bustillos, Maria. "Wikipedia and the Death of the Expert." *The Awl*. 17 May 2011.

<http://www.theawl.com/2011/05/wikipedia-and-the-death-of-the-expert>

Dalzell, Rebecca. "The Whiskey Wars that Left Brooklyn in Ruins." *Smithsonian.com*. 18 Nov 2014.

<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](http://www.library.illinois.edu/export/ugl/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/mapsas\\_evidence](http://publications.newberry.org/frontiertoheartland/exhibits/show/perspectives/historicmaps/mapsas_evidence)

How Search Works, Google:

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<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/>

Is It Plagiarism Yet? Purdue OWL:  
<http://owl.english.purdue.edu/owl/resource/589/02/>

Li, Shirley. WikiGalaxy: A visualization of Wikipedia Rabbit Holes:  
<http://www.theatlantic.com/technology/archive/2014/12/a-visualization-of-wikipedia-rabbit-holes/383712/>

Loingsigh, Eamon. "The Power of Family Lore: Uncovering Brooklyn's 'Auld Irishtown'." *Brooklyn Daily Eagle*. 8 Apr 2013. <http://www.brooklyneagle.com/articles/power-family-lore-uncovering-brooklyn-s-auld-irishtown-2013-04-08-193600>

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

McCandless, David. "The Beauty of Data Visualization." [Video]. *Ted Talks*. July 2010.  
[http://www.ted.com/talks/david\\_mccandless\\_the\\_beauty\\_of\\_data\\_visualization](http://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization)

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/>

Rothman, Joshua. "Why is Academic Writing So Academic." *New Yorker*. 20 Feb. 2014.  
<http://www.newyorker.com/books/page-turner/why-is-academic-writing-so-academic>

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

Students Can't Access Essential Research  
<http://www.righttoresearch.org/learn/problem/index.shtml>

Vida Maliene, Vytautas Grigonis, Vytautas Palevičius, and Sam Griffiths. "Geographic Information System: Old Principles with New Capabilities." *URBAN DESIGN International* 16.1 (2011): 1. (handout)

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:

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[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>

## 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\\_\(Spring\\_2016\)](https://dashboard.wikiedu.org/courses/NYCCT/Learning_Places_(Spring_2016))

## Bibliography

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

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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.

## Outline of Class Meetings

See Course Planner