



July 31, 2018

Marianna Bonanome
George Guida
Co-chairs Writing Across the Curriculum (WAC)

Dear Marianna and George:

I'm honored to present my portfolio for writing certification. I have been a WAC "junkie" for the sixteen years I have taught at City Tech. I sporadically attended seminars, some multiple times, and collaborated with two WAC fellows. Samuel Gold is the most recent. Over time I incorporated what I learned into multiple course syllabi.

Throughout my academic career, I have been considered a "good writer". I was taught rigorous standards of grammar, but little else. The first course I was assigned to teach at City Tech, ARCH 3522 *A History of New York City Architecture* was writing intensive. (I don't remember if this designation was used by the college then, but the department always considered it so.) I quickly learned that I did not know how to teach writing. Students were poorly prepared for college. Both the students and I struggled in those early years. Once I started attending WAC seminars, my confusion began to clear. I discovered topic sentences, arguments and ultimately thesis statements! By working with WAC fellow, Erin Martineau, I learned to apply these concepts to my assignments. I gained an understanding of the writing process.

My ideas about the role of writing in academia have evolved. Much like the students, I saw writing as home WORK, merely a required activity of nouns, verbs, and adjectives. Writing is a revelation of a person's thought processes. It is a communication of observations and ideas from one person to outside people. Teaching can propel a person to greater understanding and further development of ideas. Leading students through this process is a challenge which excites my teaching.

Thank you for your work.

Best regards,

A handwritten signature in cursive script that reads "Barbara Smith Mishara".

Barbara Smith Mishara
Assistant Professor

New York City College of Technology – City University of New York
300 Jay Street, Brooklyn, New York 11201

Department of Architectural Technology
year

Semester,

Bachelor of Technology in Architectural Technology

ARCH 3522

A HISTORY OF NEW YORK CITY ARCHITECTURE (W)

3 Classroom hours, 3 credits

Day of week and time

Field trips will be scheduled in mutually convenient times.

Barbara Smith Mishara, R.A

BMishara@citytech.cuny.edu

I am available for discussions and additional help.

Office Hours: Varies by semester and by appointment. Email me to confirm I'm available and to learn my location.

COURSE DESCRIPTION

"A historical analysis of the city's infrastructure, real estate development, municipal planning and key buildings. This course will trace the course of American history from a village to a city, which is the commercial and cultural hub of the nation. Dynamic socio determinants emerging as a result of improvements and growth in technology, transportation, infrastructure, real estate, commerce, housing and recreation."

In our built-up urban environment, appreciation and knowledge of historic building is essential for the architect. Recognizing period styles and forms allows the architect to design new buildings within their context. More importantly, understanding past construction technologies and materials enables the architect to adapt and reuse existing buildings for current programs. Rehabilitation of the old saves today's resources and promotes sustainability.

Prerequisites: ARCH 2321

Suggested Texts: Roth, Leland M., A Concise History of American Architecture, New York: Westview Press, latest edition.

Homberger, Eric, The Historical Atlas of New York City, New York: Henry Holt and Company, latest edition.

* Lankevich, George J., New York City: A Short History, New York: New York University Press, 2002. (\$ 17.95)

Required Reading: Additional readings will be selected from the internet. You are responsible for the content of these articles. I have suggested other readings from the recommended texts; these are optional, but would increase your understanding.

Attendance Policy: No more than 10% absences are permitted during the semester. For the purposes of record, two lateness of more than 15 minutes each are considered as one absence. Leaving the class more than 15 minutes early will also count as 1/2 absence. Exceeding this limit will expose the student to failing at the discretion of the instructor. Since the class meets once a Class, two absences are permitted.

If you arrive after I take attendance, remind me, at the end of the class, to mark you present. Otherwise, I will mark you absent. If you leave during the break, you will be marked absent for the entire class.

Course Requirements: There will be several quizzes and written assignments throughout the semester, as well as a final research paper and a final comprehensive exam.

I would like to discuss the possibility of field trips.

Grading:	30% Quizzes (3 scheduled)
	25% Written assignments
	25% Research paper (or field study)
	20% Final exam

The mid term grade will be based on the work required by that time. There is no mid term exam.

Additional credit can be earned for participation in classroom discussions and in outside of class walking tours. Your participation mark will be added from your final grade.

Writing Intensive

This is the second of two writing intensive courses required in the Department of Architectural Technology and one of the four writing intensive courses required for the bachelor's degree. The other two writing intensive courses are part of the flexible core or college option of additional liberal arts.

There will be frequent writing assignments in and outside of class. Some will be "low-stakes" short graded essays based on a reading assignment or your experiences. Others will not be graded; both types will count towards your grade.

Finally there will be a research paper which will count as 25% of your grade. We will be working on this, in parts, over the semester. Separate requirements and a schedule will be given later.

Why such an emphasis on writing? In architecture and the building industry, clear communication is necessary to communicate effectively with clients, consultants and contractors. Examples of writing in the office includes:

- Initiating and replying to emails from clients, consultants, contractors, government agencies
- Responding to requests for proposals
- Making competition drawings that include explanatory text
- Making specification documents describing materials and equipment
- Writing articles and competition texts that describe completed projects (marketing).

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.

The college requires that every instance of cheating be reported regardless of the penalties imposed by the instructor. A record is maintained for each student.

Learning Objectives: Upon successful completion of this course the student should be able to:

1. Explain the progression of key elements of New York City architectural developments from early European settlements to contemporary times.
2. Define the major differences between the technology of early New York and later architectural developments of the 17th, 18th and 19th century design and the modern movement.
3. Explain and analyze the impact of the past on Architecture of the city, and the neighborhood.
4. Develop an appreciation and awareness of good contemporary architecture.
5. Use clear, concise language to describe architecture and procedures.
6. Write a research paper formulating a thesis statement and organizing supporting arguments based on bibliographic sources and field observation.

Assessment:

Students will be given quizzes and writing assignments that test their ability to:

1. Explain the progression of key elements of New York City architectural developments from early European settlements to contemporary times.
2. Analyze the major differences between the technology of early New York and later architectural developments of the 17th, 18th and 19th century design and the modern movement.
3. Explain and analyze the impact of the past on architecture of the city, and the neighborhood.

4. Assess the role of architecture in the context of a neighborhood or setting.

Assignments

Papers are generally due on the day before class **by 6 pm via e-mail** to me. This enables me to return your paper the next day in class. In your e-mail, use **3522 as the subject**. Use the following format to name your file:

Your **last name_assignment title**. Use Word or rich text format. Remember to include your name on your essay. I will not accept papers which do not conform to these requirements.

Although you won't get full credit for a late paper, it is better for your grade if you submit it within a class or two of the submission date. Don't plan on submitting all your work at the end of the semester. Good writing requires the ability to edit and rewrite.

You are responsible for turning in a project even if you are absent the day the assignment is given or when it is due. I will post assignments on Blackboard. I suggest you share your e-mail and/or cell numbers with other students in the class.

Quizzes

No "make-ups" for quizzes are available. Quizzes will be given at the beginning of the class. No extra time will be given if you are late.

HIGHLY RECOMMENDED SUPPLEMENTAL TEXTS (listed in order of importance)

White, Norval & Elliot Willensky with Fran Leadon, AIA Guide to New York City, 5th edition, New York: Oxford University Press, 2010. (\$ 35.00??)

Reynolds, Donald Martin, The Architecture of New York City, New York: John Wiley and Sons, Inc., revised edition, 1994. ISBN 0-471-01439-7 (\$ 39.95). This was the original text for the course. It is now out of print, but can be found on the Internet.

Dolkart, Andrew S. and Matthew A. Postal, Guide to New York City Landmarks, New York City Landmarks Preservation Commission, New York: John Wiley and Sons, Inc. 4th edition, 2009. (\$24.95)

Roth, Leland M., American Architecture: A History, Cambridge, MA: Westview Press, 2001. (\$ 65.00)

Conduit, Carl W., American Building: Materials and Techniques from the Beginning of the Colonial Settlements to the Present, Chicago: University of Chicago Press, 1968. And subsequent editions.

COURSE OUTLINE This is a tentative outline and subject to change. Writing assignments may change if a new topic is discussed in class.

Where indicated, topic headings taken from Leland M Roth, A Concise History of American Architecture, New York: Harper and Row, 1979.

Class 1

Course requirements and overview

"The Land and its Inhabitants"

Homework assignment

Write 1-2 pages on the topic- What made the area we know as New York City favorable to settlement by the Dutch. Do these same characteristics play a role in NYC today? Are the effects positive or negative? Name your file "Your last name_ settlement" Due day before class by 6 pm via e-mail.

Reading Assignment

Introduction *Lankevich* pp. vii-xii

Roth pp.1-4 end of first paragraph, p. 8

***** <https://welikia.org/>

Read the discussion under the science tab. Under the download tab - publications, you will find these two articles to read:

Sanderson, E.W. (2005). "Urban legend: discovering Manhattan's wetlands." National Wetlands Newsletter 27(1): 1;15-18. [pdf](#)

Sanderson, E.W. and M. Brown (2007). "Mannahatta: an ecological first look at the Manhattan landscape prior to Henry Hudson." Northeastern Naturalist 14(4): 545-570. [pdf](#)

Explore the site. Under the download tab you may be interested in other presentations.

Also interesting Video "Dutch New York" <http://www.thirteen.org/dutchny/video/video-dutch-new-york/>

Video "British Takeover" <http://www.thirteen.org/dutchny/video/video-british-takeover/>

Sanderson, Eric, Mannahatta: A Natural History of New York, New York: Abrams, 2009.

For contemporary New York City, read https://en.wikipedia.org/wiki/Effects_of_Hurricane_Sandy_in_New_York

"A Stronger, More Resilient New York". NYC Special Initiative for Rebuilding and Resiliency. Office of the NYC Mayor. June 11, 2013. Retrieved October 26, 2016.

<http://nymag.com/daily/intelligencer/2018/01/what-is-a-city-street-and-what-will-it-become.html>

<https://www.wsj.com/articles/the-three-stumbling-blocks-to-a-solar-powered-nation-1515931200>

https://www.bloomberg.com/news/features/2018-01-10/the-most-awful-transit-center-in-america-could-get-unimaginably-worse?utm_campaign=news&utm_medium=bd&utm_source=applenews

Class 2 WRITTEN PAPER #1 DUE

"1600-1785: Transplantations in the New World" (Dutch and English)

"1785-1820: Building a New Nation" (Federal)

Building element: roofs Technology: wood timber framing

Homework assignment

Write a 1-2 page essay on transformations in the urban environment. In class we discussed the destruction and rebuilding on the World Trade towers. *Have you experienced other urban transformations in your life? Perhaps it was returning to a neighborhood where you lived or visited. Perhaps you returned to the place of your birth and childhood.* Write of the experience. What physically changed? Although sight is important, don't forget sounds, smells and touch. How were your emotions and memories affected?
Due day before class by 6 pm via e-mail. Name your file "Your last name_transformation"

Reading Assignment

Dutch *Lankevich* pp. 1-7, pp. 13 (first full paragraph) – 17 (complete sentence), pp 20-21.
1625-1664 *Roth* p. 22 (first paragraph), p 27 (summary)

English *Lankevich* pp. 22-25 (end of first full paragraph), pp 37 (first paragraph)- 48
1664-1784 *Roth* pp. 28- 30 (first paragraph), pp.32 – 35 (first paragraph), pp 42 -43 (finish sentence)

Federal *Lankevich* pp. 49-54, pp 57-58 (water supply), pp 59 (last paragraph) – 65
1784-1820 *Roth* pp. 53- 55 (first paragraph), pp 64-66, p 72 (second paragraph), pp 82-83 (finish paragraph), p 84 (summary).

Read and be prepared to discuss the effects of the grid on city planning

Gray, Christopher, "Are Manhattan's Right Angles Wrong" New York Times, March 23, 2005.

<http://www.nytimes.com/2005/10/23/realestate/23scap.html> accessed 02-05-12.

Kimmelman, Michael, "The Grid at 200: Lines That Shaped Manhattan", *New York Times*, January 2, 2012. <http://www.nytimes.com/2012/01/03/arts/design/manhattan-street-grid-at-museum-of-city-of-new-york.html?pagewanted=1&r=2&hpw> accessed 02-20-12.

Dolkart, Andrew. "The Public Realm" *The Architecture and Development of New York City*, Columbia University Digital Knowledge Ventures nd http://nycarchitecture.columbia.edu/0244_3/0244_3_s1.html accessed 1/26/13
Watch first four episodes

Class 3

Introduction to classicism

"1820-1865: Lure of the Past, the Promise of the Future" (Revival styles)

Reading Assignment

1820-1865 *Lankevich* pp. 66-78 (end of first full paragraph), pp 80 (last line) - 90
 Roth pp. 85-86 (first paragraph), pp 87 (first paragraph) – 89 (finish sentence)
 pp 95 (first paragraph) – 98, pp 100 (second paragraph) – 101 (finish paragraph)
 pp 110 (second paragraph) – 116,

Dolkart, Andrew. "The Public Realm" *The Architecture and Development of New York City*, Columbia University Digital Knowledge Ventures nd http://nycarchitecture.columbia.edu/0244_3/0244_3_s2.html accessed 1/26/13

Watch "Early Private Buildings" Snug Harbor and Cooper Union

Homework assignment

Write a 1-2 page essay on the infrastructure changes in New York City which have occurred since 1860. Begin with the topic sentence "Many changes in the physical infrastructure occurred in New York City in the early part of the nineteenth century. Some are.... However these were overshadowed by those of the next 150 years."

Due February 20 by 6 pm via e-mail. Name your file "Your last name_ after 1860"

Class 4

"1820-1865: Lure of the Past, the Promise of the Future" (Revival styles) continued

Homework Assignment

Prepare for quiz

Class 5 QUIZ 1600-1865

"1865-1885: Age of Enterprise" - The Victorians (focus on Romanesque style)

Building technology: iron and its alloys

Reading Assignment

1865-1885 **Lankevich* pp. 91-92 (end of first full paragraph), pp 93 (last paragraph) – 94 (end of first paragraph), pp 112-113 (end of first paragraph), pp 116 (second paragraph) – 117 (end of first paragraph), pp 119 (first paragraph) – 121 (first paragraph)

Roth pp. 118 (second paragraph) – 127, p 135 (two paragraphs), pp 140 (last paragraph)- 146 (finish paragraph), pp 160 – 164 (finish paragraph)

*Dolkart, Andrew. "Living Together" *The Architecture and Development of New York City*, Columbia University Digital Knowledge Ventures nd <http://nycarchitecture.columbia.edu/index.html> accessed 1/26/13

Class 6

"1865-1885: Age of Enterprise" (continued)

Possible field trip during class hours

Homework Assignment

Select and describe, in a 1-2 page essay, a building from our walking tour. Consider the characteristics we have discussed in class, such as forms, shapes, heights, materials, colors and ornamentation. Try to paint a word image of the building. What attracted you to this building?

Due day before class by 6 pm via email. Name your file. "Your last name_walking tour"

Class 7

"1885-1915: Urbanism and the Search for Order" - The Gilded Age (Beaux-Arts and neo-Classicism)

Further discussion of classicism

Introduction and discussion of final paper

Schedule appointment to discuss paper with me

See handout on the final paper for specific assignments and due dates

Reading Assignment

1885-1915 *Lankevich pp. 122 (second paragraph) – 129 (remainder of paragraph), pp 132 (first paragraph) – 137, pp 146 - 147 (end of first paragraph), pp 149 – 151 (finish paragraph)

Roth pp. 172 – 178 (finish paragraph), pp 187 -189 (first paragraph), pp 191 (last paragraph) – 197 (finish paragraph), pp 213 – 216 (first paragraph), p 220 (one paragraph), pp 225-227.

*Dolkart, Andrew. "The Birth of the Skyscraper" The Architecture and Development of New York City, Columbia University Digital Knowledge Ventures nd
http://nycarchitecture.columbia.edu/0242_2/index_text.html
accessed 1/26/13

Class 8

Urbanism and the search for Order (continued)

Homework Assignment

First part of final paper due: see handout

Class 9 QUIZ 1865-1885 and 1885- 1915

"1915-1940: Dichotomy: Tradition and Avant Garde" (Art Deco)

Building technology: terra cotta

Homework Assignment

Next part of final paper due: see handout

Reading Assignment

1915-1940 Lankevich pp. 156 (last paragraph) – 158 (remainder of paragraph), p 161 (paragraph), pp 146 - 147 (end of first paragraph), pp 149 – 151 (finish paragraph)

Roth pp. 172 – 178 (finish paragraph), pp 187 -189 (first paragraph), pp 191 (last paragraph) – 197 (finish paragraph), pp 213 – 216 (first paragraph), p 220 (one paragraph), pp 225-227.

*Dolkart, Andrew. "The Skyscraper City" The Architecture and Development of New York City, Columbia University Digital Knowledge Ventures nd
http://nycarchitecture.columbia.edu/0242_3/0242_3_s1.html
accessed 1/26/13

DRAFT OF RESEARCH PAPER DUE Tuesday date via email

Class 10

"1915-1940: Dichotomy: Tradition and Avant Garde" (continued)

Class 11

"1940-1970: Pure Function, Pure Form" The International Style
Building technology: curtain wall

Reading Assignment

1940-1970 *Lankevich* pp. 188 (second paragraph)- 189 (second paragraph), pp 191 (second paragraph)- 193 (finish paragraph), pp 196 (first paragraph) – 198, pp 200 (first paragraph) – 201 (finish paragraph), p 204 (last paragraph), pp 207 – 212 (finish paragraph).
Roth pp. 275 (first paragraph) – 288 (9 lines of first paragraph), pp 291 (last paragraph) – 297 (last paragraph), p 306 (first 17 lines), pp 322 (first paragraph) – 324 (16 lines), p 332 (last paragraph).

Class 12) QUIZ 1915-1940 and 1940-1970**FINAL DRAFT OF RESEARCH PAPER DUE****Class 13 1970- 2010: New New York
Presentations of final paper**

Epilogue **Lankevich* pp 230 – 233 (second paragraph), p 256 (last paragraph) – 257
Roth pp 333 – 343 (first 10 lines)

Class 14

Course Review

Presentations of final paper**Class 15 FINAL EXAM**

Enjoy the break!

BSM rev 042218 for WAC submission
Rev2 050618 as per SG's comments (changes in italics)

Low-stakes

After First Lecture

What conditions made the area we now know as New York City favorable for settlement by the Europeans? Using your lecture notes and recommended internet sources, write a 2 page paper on this topic.

Transformations

Write a 1-2 page essay on transformations in the urban environment. In class we discussed the destruction and rebuilding on the World Trade towers. Have you experienced other urban transformation? A neighborhood returning to the place of your birth and childhood? Write of the experience. What physically changed? Although sight is important, don't forget sounds, smells and touch. How were your emotions and memories affected?

The New York City Grid (Federal period)

This year (2012) we celebrate the 200th anniversary of the New York City (Manhattan) grid. In his article, Christopher Gray ask if the grid fostered or hampered the development of the city. Read the following articles and write your opinion of the grid. Is your neighborhood "gridded"? What is your experience of this?

Gray, Christopher, "Are Manhattan's Right Angles Wrong" New York Times, October 23, 2005. <http://www.nytimes.com/2005/10/23/realestate/23scap.html> accessed 02-05-12.

Kimmelman, Michael, "The Grid at 200: Lines That Shaped Manhattan", New York Times, January 2, 2012. <http://www.nytimes.com/2012/01/03/arts/design/manhattan-street-grid-at-museum-of-city-of-new-york.html?pagewanted=1&r=2&hpw> accessed 02-20-12.

Wright Artis, "Designing the City of New York: The Commissioners' Plan of 1811" a blog and interactive map. <http://www.nypl.org/blog/2010/07/30/designing-city-new-york-commissioners-plan-1811> accessed 02-05-12

HABS The Historic American Building Survey (Revival styles)

This project was started in the 1930's as a means of giving work to unemployed architects during the Depression. It continues to add material by employing students during the summer.

The goal of this project is to document historic buildings in the United States by means of measured drawings and photographs. The information on any one building varies as does the buildings included. All the materials have been digitalized and are available on the internet through the Library of Congress.

The web address for HABS is long and complicated. I find it easier to google "Historic American Building Survey". The information is organized by subject (type of building) and by place. To find a building by geographical location, you must select the state and then the county. What are the counties of New York City?

Select one of the New York City buildings. Describe the materials available. How could these be helpful if you were an architect doing a restoration of the building? As a means of comparison, look at the file for Federal Hall (It is listed as US Customs House.

The Birth of the Skyscraper (Gilded Age)

Read: Andrew S. Dolkart, "The Architecture and Development of New York City: The Birth of the Skyscraper" <http://nycarchitecture.columbia.edu>

In this essay, Dolkart is writing for the general public. He tells stories about the development of the skyscraper form in New York City. However he still weaves facts and concepts throughout the essay. Your task is to extract the "big picture" concepts and support these ideas with facts.

After reading the essay, answer the following three questions in a professional, academic style. Your responses do not have to be long, but should adequately explain your premise. Remember to start each answer with a topic sentence. Each response is independent of the others. You do not have to write one connected essay.

Why did the skyscraper form gain prominence in the built environment of New York City?

What were two "necessities" to the development of the skyscraper? Discuss their role.

In the early 1900's, there was a debate about skyscrapers. What was it? How was it resolved

Alternate assignments based on the required readings from Roth

Discuss the following thesis: during the period 1885-1915, "two forces began to reshape commercial building- one technological and the other architectonic."

In the period 1885-1915, why did architects turn to the classical style? What role did McKim, Mead and White have in this renaissance? Refer to two buildings in New York City designed by this architectural firm.

What effect did the Columbian Exposition of 1891-1893 have on urban planning and architecture?

Review Questions for final (Can also be assignments)

Answer questions with detailed essays. Also include diagrams and illustrations whenever possible.

1. Discuss and illustrate the stylistic and structural characteristics of Dutch Provincial architecture as exemplified in an existing building in New York City.
2. In our study of New York City architecture, we have seen that frequently a style developed in reaction to an earlier one-plain followed fancy, classical followed non-classical. In this context discuss the difference between two styles. For example, the Federal period and Georgian colonial or Beaux-Arts and Art Deco.
3. Materials greatly influence architecture. Describe three types of iron, including definitions of different types, characteristics of each and typical uses, especially structural ones. Name 2 iron buildings and their architects. How did iron influence the architecture?
4. Classicism is the basis of Western architecture. However, we have studied several styles that did not have a classical influence. Describe the elements of a classical style and then tell how a certain style is not classical. Include definitions of the non-classical elements.

5. Select one architect or an architectural firm and discuss their contribution to the architecture of New York City.

6. Select one modern style and describe its characteristics. Refer to buildings (including architect and date) in your discussion.

TYPICAL TOPICS FOR RESEARCH PAPER -HIGH STAKES

DOWNTOWN BROOKLYN

A Narrative Over Time

In the coming weeks, using Brooklyn as our laboratory, we will be exploring the concept of “downtown”. What functions take place? Which functions change over time, which ones stay the same? How do buildings relate to these functions? What is the story told by these buildings?

This research will be developed in conjunction with an ongoing project in City Tech School of Technology and Design to create a digitized map of downtown Brooklyn. We will learn more about this and how we can contribute next class when we will meet with the project directors. (no longer in existence, but this illustrates how a current opportunity or event can be the basis of a paper)

Outline The following is the suggested outline for the paper of 6-8 pages:

Introduction State the thesis or idea at the root of your paper. ½ - 1 page

Describe the history of building(s). 1-2 pages

Compare and contrast styles, techniques and materials used. 2 pages

Analysis Evaluate the role of the building in downtown.

Support your opinion with a series of arguments. 1-2 pages

Conclusion Restate thesis and summarize the research and thought process. ½- 1 pages

A list of assigned buildings follows.

BUILDING METAMORPHOSIS:

Additions, Reuse and Adjancies

We think of buildings as permanent, immutable structures in an unchanging environment. In reality, if a building survives fifty or hundred years, it has undergone several changes. Perhaps the building has become too small or the existing space is unsuited for new uses. The original use of a building may no longer be necessary or no longer appropriate at that location. On the other hand, the building can remain unchanged, but the environment around it has developed in direct directions and other structures erected.

In this research paper, we will explore the idea of building metamorphosis. How does the old exist with the new? Based on an assigned building, what strategy has been used by the architect to meld the past with the present?

Outline The following is the suggested outline for the paper of 6-8 pages:

Introduction State the thesis or idea at the root of your paper. ½ - 1 page

Describe the history of building(s). 1-2 pages

Compare and contrast styles, techniques and materials used. 2 pages

Analysis Evaluate the success or failure of the building changes.

Support your opinion with a series of arguments. 1-2 pages

Conclusion Restate thesis and summarize the research and thought process. ½- 1 pages
A list of assigned buildings follows. I will provide a list if you wish.

MY NEIGHBORHOOD

Seen through an Architect's Eyes

In architecture, we laud the celebrity architect and extol unique masterpiece buildings. We rarely consider everyday architecture used by millions of people. Seldom are these buildings viewed together and analyzed on how they exist together in a neighborhood.

We have already written our impressions of our individual neighborhoods. (This would be a preliminary writing assignment. Many short essays can then be used to develop a larger research paper. In teaching, this is called scaffolding.) Now we will narrow our focus to one block front or one group of buildings. Describe them in terms of form, style and use. Why have you selected these buildings? Analyze how and why these buildings exist in your neighborhood. What is their impact today? What functions do they serve in the community?

Outline The following is the suggested outline for the paper of 6-8 pages:

Introduction Give your overall impressions of your neighborhood. 1- 1 1/2 pages.

State the thesis or idea at the root of your paper. ½ - 1 page

Describe the development of the neighborhood and building(s). 1-2 pages

Compare and contrast past uses and styles with today'. 2 pages

Analysis Evaluate the success or failure of these buildings in your neighborhood.

Support your opinion with a series of arguments. 1-2 pages

Conclusion Restate thesis and summarize the research and thought process. ½- 1 pages

A NOT SO FAMOUS BUILDING

Mention New York City architecture and people immediately think of the Empire State building, the Chrysler building or the Guggenheim Museum. Yet there are over 900,000 buildings in New York City. Each contributes to the streetscape and the life of the city. In this paper, we will explore some of those anonymous buildings.

I have selected two areas of the city- mid Greenwich Village and Murray Hill. I have walked these streets and selected buildings which "caught" my eye. Each student has been assigned a building. You will investigate its history and then analyze its relationship to the block. (You can pick any neighborhood or list buildings all over the city.)

Outline The following is the suggested outline for the paper of 6-8 pages:

Introduction State the thesis or idea at the root of your paper (½ - 1 page).

Body Describe the aesthetics (meaning the style or appearance) of the building (1-2 pages) and then the functions of the building. Have they remained the same or changed? (1 page). Who was the architect? Did they design other buildings? Relate the history and current nature of the street &/or the block (1-2 pages).

Analysis Evaluate the success or failure of the building individually and its contribution to the streetscape. Support your opinion with a series of arguments (1-2 pages).

Conclusion Restate thesis and summarize the research and thought process (½- 1 pages).

CONTEXTUALISM See list for suggested buildings. This is a variation on the Metamorphosis paper, but unlike that one, this one is focused on contemporary buildings.

The last fifteen years have been a period of intense construction in New York City. These new buildings are not placed in pristine settings, but injected into a densely layered urban environment. What concepts, if any, dictate how such buildings relate to their environments?

Modernism saw a building as a sculptural object devoid of its time and place. Starting in the 1980's, architects began to reconsider this theory and sought to design contemporary buildings which were sensitive to and compatible with their surroundings. Are buildings designed as abstractions devoid of where they will be built? Are they meant to contrast with the historic fabric surrounding them? Or are designed to reflect and relate to the buildings around them.

In this research paper, we will explore the idea of contextualism. Does your assigned building relate to its surroundings? Whether or not, explain how this occurs. What strategies have been used by the architect to achieve this effect?

Outline The following is the suggested outline for the paper of 6-8 pages:

Introduction State the thesis or idea at the root of your paper. ½ - 1 page

Describe the new of building and its surroundings. 1-2 pages

Compare and contrast styles, techniques and materials used. 2 pages

Analysis Evaluate the success or failure of the building in relationship to the neighborhood

Support your opinion with a series of arguments. 1-2 pages

Conclusion Restate thesis and summarize the research and thought process. ½- 1 pages

Format

All identifying information appears on a title sheet.

Use one-inch margins throughout and a 12-point font.

Number pages at the bottom of the page.

Include photographs and illustrations in a separate section, not the body of the paper. Identify photographs with captions.

Staple the pages together in the upper left hand corner. Do not use folders or binders.

Schedule of submissions suggested based on college calendar

March 5	Topic assigned
March 12	Get started: visit building; google building, architect and neighborhood; research contextualism. Submit outline of information found.
April 9	Submit thesis statement, two paragraphs, bibliography and photographs
April 23	First draft due
May 7	Final paper due

Research Papers based on exhibitions (As with the grid assignment- There were other papers based on exhibitions –one Robert Moses (Spring 2007); 30 under 30 (Spring 2006); others on new buildings or additions.

Predicting the Future What Architecture Will We Value in Thirty Years?

“Each generation writes its biography in the buildings it creates.”

Lewis Mumford, architectural critic

Buildings are created at a specific moment in history. Yet they can endure for many generations, perhaps for even hundreds of years. Buildings remain, but society’s appraisal of the structure can fluctuate widely over its life span.

In the late 1840s, brownstone, a less expensive alternative to limestone or marble, came to be the epitome of luxury and sophistication. By the 1880s wide swathes of Manhattan and Brooklyn were occupied by “brownstones,” ornately decorated, one-family row houses designed for the middle and upper classes. After World War I, these buildings were abandoned for the convenience of apartment living. The brownstones were left to deteriorate and were often divided into small efficiency apartments. A building that had housed one family was now occupied by as many as ten tenants. In the 1940s and ‘50s, thousands of these buildings, thought ugly and expendable, were demolished to make room for urban renewal--the promise of the future. Since the 1970s, these brownstones have again become popular, eagerly sought and lovingly restored. Many sell for more than a million dollars.

The New York City Landmarks Preservation Law, enacted in 1968, was an outgrowth of the historic preservation movement. Historic preservation had its origins in the 1850s; initially people sought to protect buildings of the distant past. In the 1960s, historic preservation became a force in architecture and city planning as a reaction to urban renewal and the ahistoric modern style. Ironically the landmarks process is now being extended to buildings of the International style.

In Fall 2004, the Municipal Art Society presented an exhibition entitled “30 under 30”. In the last few years, New York City has experienced the construction of many fine buildings. The curators asked which of these buildings would be valued enough in thirty years to be declared landmarks. Out of a list of 150 buildings, they selected thirty. Their premise was: We value these buildings now; will our appraisal stand the test of time?

In this paper, students will analyze an assigned building, recently constructed in New York City, and then discuss, within the framework of the Landmarks Preservation Law, how they think the building will be evaluated in thirty years.

Outline The following is the suggested outline for the paper of 6-8 pages:

Introduction Provide an overview of your paper and state the thesis or idea at the root of your paper.

½ - 1 page

Describe the building in its total context. 1-2 pages

Compare and contrast styles, techniques and materials used to those typical of the early twenty-first century. 2 pages

Analysis Evaluate whether or not the building will merit landmarking in 30 years.

Support your opinion with a series of arguments. 1-2 pages

Conclusion Restate thesis and summarize the research and thought process. ½- 1 pages

TYPICAL REQUIREMENTS

Bibliography A minimum of 5 references are required. These may include books (give specific pages), magazine articles, newspaper clippings, or official records. Selected internet sources may be used. We will discuss in class what makes a source a valued reference. Use MLA format. If you “google” MLA, you will find a lot of information and help on how to use this style. The Perdue Owl website is particularly helpful. Note that the MLA format is to be used for the bibliography, not the entire paper.

CONTEXTUALISM?

The last fifteen years have been a period of intense construction in New York City. These new buildings are not placed in pristine settings, but injected into a densely layered urban environment. What concepts, if any, dictate how such buildings relate to their environments?

Modernism saw a building as a sculptural object devoid of its time and place. Starting in the 1980's, architects began to reconsider this theory and sought to design contemporary buildings which were sensitive to and compatible with their surroundings. Are buildings designed as abstractions devoid of where they will be built? Are they meant to contrast with the historic fabric surrounding them? Or are they designed to reflect and relate to the buildings around them?

In this research paper, we will explore the idea of contextualism. Does your assigned building relate to its surroundings? Whether or not, explain how this occurs. What strategies have been used by the architect to achieve this effect?

Outline The following is the suggested outline for the paper of 6-8 pages:

Introduction State the thesis or idea at the root of your paper. ½ - 1 page

Describe the new building and its surroundings. 1-2 pages

Compare and contrast styles, techniques and materials used. 2 pages

Analysis Evaluate the success or failure of the building in relationship to the neighborhood

Support your opinion with a series of arguments. 1-2 pages

Conclusion Restate thesis and summarize the research and thought process. ½- 1 pages

Bibliography In addition to internet sources, include a minimum of three articles from books

or periodicals.

Photographs Number and caption each photograph and include its author or source. Ideally

you should take the majority of images and refer to them in the body of the paper.

Format

All identifying information appears on a title sheet.

Use one-inch margins throughout and a 11-point font.

Double space your work.

Number pages at the bottom of the page.

Include photographs and illustrations in a separate section, not the body of the paper.

Identify photographs with captions and sources

Staple the pages together in the upper left hand corner. Do not use folders or binders.

Process of work

We will work on the paper by a series of short assignments – a process called scaffolding. Even the most experienced writers are daunted at the start of a project. Dividing the work

into smaller more manageable sections is more comfortable. Whether in class groups or in an appointment with me, it allows time to discuss, reflect and rewrite.

Schedule of submissions (sample dates- assignments are due at two week intervals)

October 5	Topic assigned
October 16	Get started: visit building; google building, architect and neighborhood. Write 1-2 pages describing building and neighborhood. In class be prepared to discuss building and neighborhood.
October 30	Research contextualism. Submit outline of all information found and an annotated bibliography. In class, be prepared to discuss possible thesis statements
November 6 photographs	Submit thesis statement, two paragraphs, bibliography and
November 13	First draft due
November 27	Final paper due

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