Instead of following standard market-rate or affordable housing models, this year the Housing and Open Space Studio will look at the co-housing model. This is being implemented in New York City through a Shared Housing Pilot Program (ShareNYC), sponsored by HPD. There is a need for other models that can address some of the challenges to adequate housing provision in cities today as the number of extremely low-income renters (ELI) is increasing. Section 8 housing covers only 22% of the need, LIHTC lapses after 15 to 30 years, and there has been a net loss in the stock of public housing units. We will be working with South Bronx Unite (SBU), a coalition of South Bronx residents, organizations, and allies working together to improve and protect the social, environmental and economic future of the South Bronx.

Learning Objectives:

1. Approach a complex design problem, and independently structure complex design problems.
2. Investigate the methodological relationship between survey, analysis, and design decisions.
3. Investigate the social history of the neighborhood and integrate this analysis into the design process.
4. Develop a comprehensive urban design that meets and possibly exceeds professional standards.
5. Design and graphically represent high quality open spaces.
The Mott Haven Open Space Index study area boundary corresponds to NYCHA's Choice Neighborhood Initiative catchment area.
Deliverables

Final products will be a booklet that documents the research and design process, research papers, and reproductions of models and drawings. The ideas developed through the semester will be presented to the client at the end of the semester. They will support ongoing public discussion about how to deal with a range of urban challenges faced when attempting to create a more sustainable future for a dense city facing the challenges of adequate public transportation, overcrowding, and economic growth.

The architect Jonathan Kirschenfeld has been designing a **co-housing project for Mott Haven**, working with SBU. We will work with SBU to meet community needs for this project, specifically focusing on the design of a collective landscape that will knit together the co-housing buildings with a community center, the **H.E.ARTS Building**. Students will create proposals for open space design and will consider:

- vehicular and pedestrian access
- stormwater management for a 25,000 sq. ft. building, roof, balconies, and grounds
- flooding and sea-level rise
- habitat creation
- community gardens / urban agriculture
- addressing air quality / allergies in planting choices
- social and recreational spaces
- community expressions of history and identity
- landscape design at H.E.ARTS Building to create spaces that support health, education, and the arts
Neighborhood Stories / Narrative Strips

Typically, landscape architecture studios are set up with an initial Inventory & Analysis phase, where students collect and document information relevant to the neighborhood and site, including: flora+fauna, stormwater and flood data, sea-level rise, demographics, land use/land cover, and neighborhood histories. Seeing as there have already been a large number of university design studios that have worked with SBU on the Mott Haven neighborhood, we will follow a different approach. Students will review the plans and documents created by other studios, generating a few quick summary boards and citing the maps created by other groups. The focus will instead fall on a very different kind of site documentation, that will graphically represent neighborhood stories.

In the first part of the semester, students will work to represent neighborhood stories, building off of conversations with residents. These will be represented as visualized narratives that show people moving through buildings and landscapes in the neighborhood, tying these stories to the neighborhood’s materiality and history. Once completed and approved by the author of the story, the community might consider posting these story strips around the neighborhood. If desired, students can also create stickers for posting, using symbols and images connected to these stories, at the Rutgers MakerSpace.

An example of graphic styles from Chris Ware’s “Building Stories” and Zeina Abirached’s “A Game for Swallows.”
An example of graphic styles from Chris Ware's "Building Stories" and Zeina Abirached's "A Game for Swallows.

Diego Beekman Mutual Housing Association

New Yorkers For Parks

Penn Design

NYCHA

Rebuild By Design
Exercise 1: Other Reports: Analysis and Presentation & Site Investigation Questions

Divide into 4 Groups
Due 5 September

Group Work: You are encouraged to work in groups of two or three. Individual work is also allowed but is not preferable. After the first phase of the Inventory and Analysis work, you will have the opportunity to reconfigure your groups to align with how your design interests develop.

Deliverables:
1. In-class presentation of the Reports & your assessment of their site analysis and design proposals (if any are presented)
2. 1-2 page paper with goals & a list of research to do, and maps & drawings that you felt were missing from the report.
3. Approximately (4) 11x17 (landscape) prints of your compilation of the relevant site information or design strategies from the reports you reviewed.

Steps
1. Choose groups and choose a report to analyze. The 3 short design proposal reports will be grouped together.
2. Create a presentation that summarizes the main points of the report. What is most important? What does the studio need to know about Mott Haven going forward with the design process?
3. Make a list of any missing information that you feel is important. What do you need to look for at the site during our site visit? What resources will you be tapping?
4. End your presentation with a brief 2 minute discussion of these points.
5. Create a minimum of (4) 11x17 prints that summarize the information. There is no need to recreate existing maps, just make sure that you have the correct author information cited as captions underneath any graphics that you take from the reports.
Exercise 2: Housing Studio Case Studies & Design Strategies

Due 10 September

Deliverables:
- In-class presentation of Readings and Social Housing Precedent Studies
- 1-page paper (single-spaced / no illustrations)

Steps

1. Read “Redesigning the Housing Market” (5 pages) & “Social Housing in the United States”

2. Choose a social housing precedent to investigate. Research the history and goals of the project and describe if there are any controversies about this approach to urban design, housing, or open space design. Most importantly, describe what your critiques are of this project.

3. Taking inspiration from this precedent, create a quick conceptual sketch of how this idea could possibly be applied to the United States. Spend about 20-30 minutes on this using trace, then scan or photograph this and make it the last slide in your presentation.

4. Prepare a 10-minute presentation describing your social housing precedent. Include at least one slide explaining how this housing approach could connect to “Housing in America” (pages 26-32 of Social Housing in the US). And include a slide with your sketch.

5. Hand in a one-page, single-spaced paper with no illustrations with your thoughts on how the social housing precedent you investigated could be adapted to work in the USA, and any thoughts you have on how landscape design and open space planning could connect to social housing strategies.

6. Upload both the presentation and the paper to your Sakai Dropbox

SOCIAL HOUSING PRECEDENTS (choose 1 from the list)

- Ij Burg / Zeeburg (Amsterdam)
- Buiksloterham (Amsterdam)
- Spreefeld (Berlin)
- Sargfabrik (Vienna)
- Older Women’s Co-Housing (London)
- Planet X (Sydney)
- Murundaka (Melbourne)
- Kalkbreite (Zurich)
- Mehr Als Wohnen (Zurich)
- BiGyard (Berlin)
- R50 (Berlin)
- NGWOW (Brunswick)
- Property Collective (Melbourne)
- Y Foundation (Finland)
- Pearcedale Parade (Melbourne)
In Class Charette: Re-framing / Re-forming Collective Brainstorm

Individual
In Class on Oct. 3

In this exercise we will review and present the most important and relevant site information and use this to develop your site plans.

COME PREPARED WITH:
• Printed (11x17 is fine, but 24x36 is preferable) site plan for each person. (multiple prints, not just one for the group)
• A summary (a list of bullet points is fine) of what you have learned about the site

IN CLASS YOU WILL:

• Each design team will start by giving a quick 2-minute summary of what you have learned so far about the site. Focus on what the important issues are, and what you think is important to address in your design. These presentations will be made to the whole class.

• After this class discussion, go back to your desks. Lay some trace over your base map and begin developing fresh ideas for the site plan.

• Start by listing (in the corner of your sheet of trace or a separate paper) the key information that you took away from all of the group presentations. Choose the main two or three issues that you think are most important to address, and list them out. Use these to guide your work.

• Take one hour to sketch out your ideas

• Gather in your groups. Each team member will present their plan & then discuss as a group. Where do you agree / disagree. What elements of this plan would you like to incorporate in your design? Take about 10 minutes for each person in the group.

• One team member should keep a list / record of this discussion.

• Type this up & submit it to your Dropbox by the end of class.
Urban Design Model

Design Groups  
Due  29 October

Deliverables:  
• Model 1”-20’ (or appropriate scale)  
• contours  
• buildings  
• vegetation volumes

An urban design working model is a tool that helps us to understand the existing conditions and urban form & allows for the testing of individual design proposals. This Urban Design Site Model should include the site, the waterfront, and surrounding roadways for context, as well as major building volumes.

In addition to the physical three dimensional model, please feel free to bring other media (digital and non-digital) to the classroom that will support your understanding and interpretation of spatial situations. Digital 3-D simulations are very welcome but do not replace the physical model requirement. We will decide together if the class prefers to create one shared model, or smaller site models for each group. You are expected to use the laser cutter and any necessary materials for this exercise.

Examples from the Perth Amboy Senior Studio 2015. Site Model by Richard Conti, Anthony Musso, and Jon Foss
MIDTERM PROJECT: Conceptual Site Plan

Design Groups

Deliverables:
• Minimum of (3) 24x36 boards printed out for pinup
• Optimized PDFs uploaded to your Sakai Dropbox

Evaluation criteria:
• Green space connection
• Handling of significant elements
• Urban context
• Vehicular/pedestrian Connections/parking
• Connection to recreational, economic, or cultural needs of residents
• Innovation of design solutions
• Graphics/readability
• Completeness of information

All of the design exercises this semester are a means for you to gather ideas for a rich conceptual design for the site. This design will suggest the organization on the site of vegetation, buildings, commerce, circulation, leisure, recreation, and perhaps cultural meaning. Each group will define areas of focus for individual designs during the second half of the semester. The discussion at the midterm presentation will confirm these areas and provide you with advice for the next steps. Format and scale of deliverables for the midterm and final presentation will be discussed in class.

SITE COMPONENTS
FINAL PROJECT: Design Development

Individual
Due 17-ish December
FINAL REVIEW DATE TBD

Deliverables:
• Presentation boards printed out
• Reproducible digital copy - optimized PDF file uploaded to Dropbox
• Model developed from 2 previous study models
• Construction Detail or Wall Section

Evaluation criteria:
• Urban design (spatial structure + density)
• Open space program
• Functionality
• Sustainability
• Vehicular/pedestrian connections/ parking
• Adjacencies
• Use of vegetation
• Detailed plans & sections
• Diagrams
• Model
• Sheet layout
• Graphics/readability

Example from the Staten Island Studio 2017: Jack Bianco, Kevin Chung, Cassie Higgins, Esther Lim
Documentation Booklet

Individual & Group
Due 20 December

**Deliverables:**
- Completed InDesign pages for your individual Precedent Study project
- Completed InDesign pages for your group’s work in the Neighborhood Stories project, study models, final models & final boards

The final product, and in many ways the most important outcome of the studio, is a booklet that documents acquired data, research papers, design process and reproductions of models and drawings. Layout details (chapters, headlines, fond, graphics, etc.) will be discussed in class. For a professional appearance of the final booklet, consistency is essential.

**Course Expectations:**

Except for circumstances truly beyond a student’s control, all assignments are due at the dates and times specified. Any work submitted late will be penalized a letter grade for each day past due. Studio sessions, lectures, and the Common Lectures all count as individual class sessions for this course. More than 3 unexcused absences will result in a step reduction in your semester grade. If you encounter any personal circumstances that inhibit your ability to fulfill the requirements of this course, you should contact the Instructor immediately. Submitted drawings, models, photographs, or written papers for any project assigned in Landscape Architecture courses are considered the property of the department. All information in this syllabus and course schedule is subject to change throughout the semester and will be announced during class; it is your responsibility to stay informed!

**Studio Expectations:**

Much of your learning will occur through your active engagement in studio—both during class and while working at your studio desk during non-class time. The distinction between studio as a class and studio as a space and as a community is quickly blurred as you get focused on projects and rely on your peers for perspective and support. You are expected to engage in all activities, including site visits, drawing exercises, projects, pin-ups, and project reviews. You are expected to contribute to the studio’s learning process through conversations and critiques during and outside studio time.

**Homework:**

Project statements outline the final expectations for each project. In addition, new assignments may be given during the studio and lectures as a way to direct your work. Reading assignments are required homework. Students are expected to become increasingly self-directed, beginning to pace themselves to complete the project deliverables in the allotted timeframe.

**Contact:**

It is important that all students are given the same updates and information. Most of this will occur during class lectures, but the instructor will also rely on email to the students. You are expected to check your email regularly regarding postings made to the Sakai website for specific assignments.

**Attendance:**

The Department of Landscape Architecture requires attendance in all of its classes. The individual student’s development as a landscape architect is largely dependent upon two aspects of education. First is the exposure to and assimilation of a body of information which relates to the field. Second is the application of this knowledge through studio projects and problem-solving skills developed through critiques, reviews and interactions during each project.
## September 2019

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<td><strong>Introduction</strong>&lt;br&gt;Watch: Taking Back the Bronx&lt;br&gt;Analyze Existing Mott Haven Studio Proposals / Existing Inventory Work</td>
<td><strong>DUE: Ex#1:</strong>&lt;br&gt;Project Analysis&lt;br&gt;Watch: Asthma Alley</td>
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<td><strong>DUE: Ex#2:</strong>&lt;br&gt;Social Housing Policy / Precedents</td>
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<td><strong>Site Visit #1</strong>&lt;br&gt;Tour with South Bronx Unite</td>
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<td>WEEK 2</td>
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<td><strong>Site Visit #2</strong>&lt;br&gt;Neighborhood Stories Visits</td>
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<td><strong>DISCUSSION:</strong> Stories / Graphic Standards&lt;br&gt;Studio Group Work: Storyboards</td>
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<td><strong>Option to Visit / Interview</strong>&lt;br&gt;Studio Group Work: Storyboards</td>
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<td><strong>DUE:</strong> Neighborhood Storyboards</td>
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<td>WEEK 5</td>
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<td><strong>LECTURE:</strong> History of Urbanism&lt;br&gt;In-Class Design Charette:&lt;br&gt;Site Plan Layout with Co-Housing Floorplans</td>
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<td><strong>DUE:</strong> Site Plan #1</td>
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<td>WEEK 6</td>
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<td><strong>DUE:</strong> Narrative Comic Strip</td>
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<td><strong>DISCUSSION:</strong> Representing Social Uses of Space&lt;br&gt;Discussion of Readings&lt;br&gt;Studio Group Work:</td>
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<td>WEEK 7</td>
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<td><strong>DUE:</strong> Site Plan #3&lt;br&gt;Studio Work: Urban Design Model&lt;br&gt;(in Makerspace/FabLab)</td>
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<td><strong>WEEK 10</strong></td>
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<td>DISCUSSION: Feedback / changes Studio Group Work: Finalize Comic Strips</td>
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<td>LECTURE: Multifamily Housing DUE: Revised Narrative Strips Begin Study Models</td>
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<td><strong>WEEK 11</strong></td>
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<td><strong>WEEK 12</strong></td>
<td>(Long class today)</td>
<td>DUE: Site Plan #4 &amp; Design Development Drawing</td>
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<td>Thanksgiving Day</td>
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<td>DUE: Final Board Layout / Mockup Individual Work: Design Development</td>
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<td>DUE: Context Diagram DUE: Booklet Layout (by end of class)</td>
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Course Grading:

Site Documentation
- Project Analysis (Group) 2.5%
- Social Housing Policy / Precedents (Group) 2.5%
- Neighborhood Story Boards (Group) 10%
- Narrative Comic Strip (Group) 10%
- Final Street Art Version (Group) 10%

Schematic Site Plan
- Site Plan #1 (Group) 2.5%
- Urban Design Model (Group) 5%
- Site Plan #2 (Group) 2.5%
- Midterm: Conceptual Site Plan (Group) 10%

Design Development
- Revised Site Plan #3 (Group) 2.5%
- Study Model #1 (Individual) 5%
- Detail Drawing #1 (Individual) 2.5%
- Revised Site Plan #4 (Group) 2.5%
- Design Development Drawing #1 (Individual) 2.5%
- Study Model #2 (Individual) 5%

Final Design
- Context Diagram (Group) 2.5%
- Booklet Layout (Group) 2.5%
- Final Boards Layout / Mockup (Group) 2.5%
- 75% Complete Drawings (Individual) 2.5%
- Final Design Development (Individual) 10%
- Booklet (Individual) 5%

Major Project Reviews:
- Project Report Analysis 5 September
- Social Housing Readings/ Precedent Study 10 September
- Neighborhood Storyboards 1 October
- Narrative Story Strips 7 November
- Final Project 18 December (TBD)
- Documentation Booklet 20 December

CHECK THE CALENDAR FOR DUE DATES FOR SMALLER PROJECTS