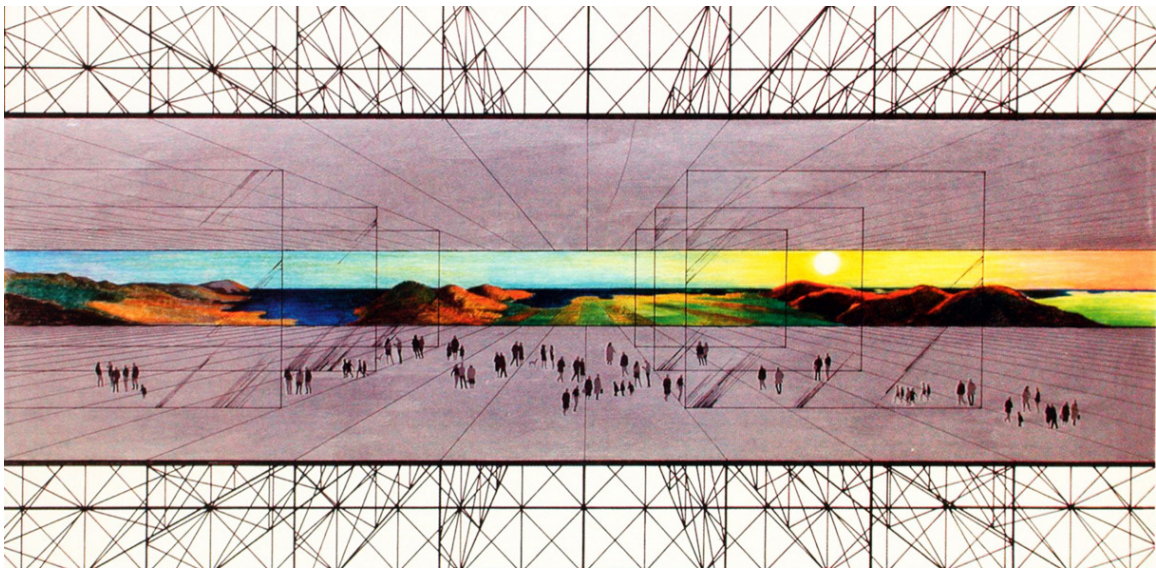


## DESIGN FUTURES: NEW YORK CITY

Barnard and Columbia Colleges Architecture Department  
SPRING 2021 ARCH UN1010.01  
Wednesday and Friday 1:10 - 3:55 pm  
Location: TBD

Instructor: R. Todd Rouhe  
[rrouhe@barnard.edu](mailto:rrouhe@barnard.edu)  
260 The LeFrak Center, Barnard Hall  
Office Hours: Monday 4:00pm - 6:00pm by appointment



***“A changing world might reveal itself not in the never-before-seen, but in the re-seen...  
It can seem like you are seeing the future. Really you’re just participating in history.”***  
*Emily Segal discussing William Gibson.*

In an era when everything appears to be designed, how do we determine the definition and confines of design? What is design and what is designed? How is design different from art? “Design Futures” provides a broad introduction to design culture with the argument that contemporary innovations have made the traditional boundaries of disciplines less relevant and that interaction and overlap between modes of practice constitute the new model for design processes.

Design will be explored as capacity more than an end-product or a genius-creation. We will search for subjectivity over objectivity, for ‘multi’ rather than ‘single’. We will intersect case studies with formal design disciplines and the design as: system, critique, desire, everyday, politics, sustainability, market, research, network, science, biology, and culture among others. The course will take the form of an active research course, complemented by short presentations, discussions, design projects and field trips.

## FORMAT AND REQUIREMENTS

The class will be divided into two parts.

PART 1: (Wed 1:10 pm – 3:55 pm) will be comprised of instructor or guest lectures, class discussions and student presentations

PART 2: (Fri 1:10 pm – 3:55 pm) will be reserved for design work shops, ‘Field Work’ exercises and Pin-ups.

The class will be comprised of the following components:

### Guest Presentation

We will host guest lectures to complement our weekly design themes and discussions of design issues.

### Readings

Weekly readings will be posted to Courseworks. It is essential that they are completed in order to have a productive discussion in class. It is necessary that the students demonstrate through the class debates their understanding and analytical capacity.

### Group Case Study Presentations

Students will work in groups of 2 or 3 to prepare case study presentations to the class. The case study will serve as research for your final design project. A separate brief will be given for the presentation guidelines and the topics will be discussed with the instructor.

### Design Projects and Workshops

During the course of the semester we will develop one design project based on case-study research. There will be workshops and pinups during class to encourage active development of the design projects.

### Evaluations

Student will be evaluated on their own capacity to fulfill the course goals, not just meeting the requirements. Working in this field goes beyond completing the requirements, it implies a stronger engaging with the given material and a passion to accomplish things. Students need to develop their critical thinking skills, analytical comprehension, and rigor in the process of making the projects. These exercises are based not only on a final product, they are based on a daily progression and evolution of the work, on an active process.

### Weekly Journal Post

Each week, students are required to post 2 images, with extended captions, based on the previous week’s Presentation and Readings. Students are asked to write a 50-100 word caption on why the subject of the Presentation or Design Topic stood out to them. The second image will be inspired by the week’s reading and students will write a 50-100 word caption explaining how this image relates to the week’s readings.

Weekly Journal Post	25%
Design Exercise 1 – CASE STUDY	30%
Design Exercise 2 – FUTURE FORM	30%
Class Participation / Interaction / Attendance	15%
Total	100%

**Costs**

Students should expect to budget at least \$25 for design project material costs.

**Pre-requisites**

There are no pre-requisites for the course

**Student Learning Objectives**

Students who participate fully in the course will:

- Develop a basic understanding of a range of design disciplines
- Develop a basic understanding of the design process as a collaborative endeavor
- Be able to articulate (orally and in writing using both text and images) a cogent position on the design of a product, project, or system
- Be familiar with various designers, design institutions, and design practices in New York City

**Class Attendance, Late Arrivals, and Absences Policy**

Attendance is mandatory at all scheduled classes. Class is held on Wednesdays and Fridays at 1:10 pm. Any student who arrives more than 20 minutes late will be considered late and anyone that arrives more than 40 minutes late will be marked absent.

Absences due to acute illness, a personal crisis (e.g. a death in the family), religious observance, or for other reasons of comparable gravity may be excused. In all such cases, students must promptly email their instructor to communicate the reason for their absence and to arrange an opportunity to review any important information they may have missed. Students who know they will miss one or more scheduled classes due to a religious holiday should meet with their instructor during the first week of classes to discuss their anticipated absences.

Unexcused absences, late arrivals, or early departures from class will reduce your course grade. Three non-consecutive absences will result in a grade reduction by one-third (1/3) of one letter grade (e.g., A- to B+). Three consecutive absences or four non-consecutive absences will adversely affect your final grade.

**Honor Code**

The Barnard Honor Code applies to all students in this class regardless of academic affiliation. Approved by the student body in 1912 and updated in 2016, the Code states:

*We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.*

The Columbia College Honor Code and the Columbia College Faculty Statement on Academic Integrity can be viewed here

<https://www.college.columbia.edu/honorcode>

<https://www.college.columbia.edu/faculty/resourcesforinstructors/academicintegrity/statement>

**Academic Accommodations**

If you are a student with a documented disability and require academic accommodations in this course, you must register with the Center for Accessibility Resources & Disability Services (CARDS) for assistance. Students requesting accommodations will need to first meet with a CARDS staff member. Once registered, students are required to request accommodation letters

each semester to notify faculty. Accommodations are not retroactive, so it is best to contact CARDS early each semester to access your accommodations. If you are registered with CARDS, please see me to schedule a meeting outside of class in which you can bring me your faculty notification letter and we can discuss your accommodations for this course. Students are not eligible to use their accommodations in this course until they have met with me. CARDS is located in 101 Altschul. Columbia ODS is located in Wien Hall, Suite 108A.

### **Affordable Access to Course Texts**

All students deserve to be able to access course texts. The high costs of textbooks and other course materials prohibit access and perpetuate inequity, and Barnard librarians are partnering with students, faculty, and staff to increase access. By the first day of advance registration for each term, you should be able to view on Canvas information provided by your faculty about required texts (including ISBN or author, title, publisher and copyright date) and their prices. Once you have selected your classes, here are some cost-free methods for accessing course texts, recommended by the Barnard Library: find out if your faculty has placed the texts on reserve at Barnard Library or another Columbia library, and look for course texts using *CLIO* (library catalog), *Borrow Direct* (request books from partner libraries), *Interlibrary Loan* (request book chapters from any library), and *NYPL*. Students with financial need or insecurity can check items out from the FLIP lending libraries in the Barnard Library and Butler Library and can consult with the *Dean of Studies* and the *Financial Aid Office* about additional affordable alternatives for getting access to course texts. Talk with your librarian and visit the *Barnard Library Textbook Affordability guide*([library.barnard.edu/textbook-affordability](http://library.barnard.edu/textbook-affordability)) for more details.

### **Wellness**

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- Barnard Students: <https://barnard.edu/wellwoman/about>
- Columbia Students: <http://www.college.columbia.edu/resources> Click on Health-Wellness
- Columbia GS Students: <https://gs.columbia.edu/health-and-wellness>
- Columbia SEAS Students: <http://gradengineering.columbia.edu/campus-resources>

## CLASS SCHEDULE

<b>Week 01 01/13/21</b>	<b>NYC Design Access</b>
Introduction	Syllabus and Course overview
Lecture	Everything is in Everything
<b>Week 01 01/15/21</b>	<b>Graphic Design and Publishing</b>
Project	Case Study Presentations - Introduction
Guest Lecture	Geoff Han + Lars Fischer common book design discussion
<b>Week 02 01/20/21</b>	<b>Design to Standards</b>
Guest Lecture	Nader Vossoughian - Standardization reconsidered
Field Work	Discussion and in class exercise
<b>Week 02 01/22/21</b>	<b>Equipment for Living: scale, function, flexibility</b>
Lecture	Furniture Works
Project	Case Study Workshop - group work and group critique
<b>Week 03 01/27/21</b>	<b>Future Natural</b>
Guest Lecture	Lize Mogel - Walking the Watershed
Virtual Field Trip	Passive House in Mount Tremper
<b>Week 03 01/29/21</b>	<b>Sites Unseen</b>
Lecture	The Aesthetics of Sustainability
Project	Case Study Workshop - group work and group critique
<b>Week 04 02/03/21</b>	<b>The Future as a Design Problem</b>
Case Study	Midterm Review - Case Study Final Presentations
<b>Week 04 02/05/21</b>	
Case Study	Midterm Review - Case Study Final Presentations

**Week 05 02/10/21**

**Infrastructure and the City**

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Project

Introduce Project 02: Future Action

Lecture

Public Phenomena

**Week 05 02/12/21**

**The City as Museum**

Field Work

The Museum of the City of New York

**Week 06 02/17/21**

**Augmented Reality**

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Guest Lecture

Beom Jun Kim - Virtual, Augmented and Built Realities

Project

Future Action Workshop - group work and group critique

**Week 06 02/19/21**

**Future Action Final Review**

Project

Student Presentations