“Faith in the possibility of a radically democratized mode of participation implied faith in the possibility of a radically different city than redevelopment had typically wrought.”
—Komozi Woodard, *Nation Within A Nation*

“City planning is the organization of participation in something in which it is impossible to participate.”
—Attilia Kotányi & Raoul Vaneigem, “Basic Program of the Bureau of Unitary Urbanism”

This course consists of seminar discussion, empirical investigation, and visual production considering how architecture can be democratized: how political power constituted as accountable to all is brought to bear on the design, construction and operation of buildings.

Seminar readings trace 20th-century milestones in the activist, legislative, and administrative work to create environmental control mechanisms, including building codes, zoning, Urban Renewal, Model Cities, community design centers, and advocacy planning. Discussions will address how social control extends over the landscape, how buildings connect social agendas to physical forms, how power affects and flows through architecture, how design and development are made subject to public accountability, and what architects can learn from the history of planning.

The empirical investigation examines a contemporary case study in democratic decision-making about architecture. In the name of building an equitable city, NYC Mayor Bill De Blasio has proposed that the rules for building in seven neighborhoods—Bay Street on Staten Island, East Harlem and Inwood in Manhattan, East New York in Brooklyn, Flushing West and Long Island City in Queens, and Jerome Avenue in the Bronx—be dramatically altered. In exchange for permitting larger, more profitable buildings, the City will require private development to provide affordable housing according to a formula. Despite the Mayor’s left-wing credentials and convincing electoral victory, the proposal has become controversial, and recently received several “no” votes from appointed Community Boards. Today, the proposal’s fate is unclear, subject to a growing debate about the rules for architecture and how it is used. This ongoing debate will form the subject of investigation. To find out what it can teach architects, we will read news accounts, interview stakeholders, visit sites, attend hearings to evaluate the state of democracy in architecture today. Students will devise ways to use analytic and narrative drawings to present their understandings of these complex systems. The final product of the investigation will be a magazine that critically documents the case study in the context of the topics of the course.
Democratizing Architecture
Struggles for Social Control of the Environment from Building Codes to Mandatory Inclusionary Housing

At a time when participatory approaches and humanitarian architecture enjoy broad enthusiasm, this course aims to reflect on the under-recognized depths of this tradition as well as the persistent structures of power that it attempts to rework. Students’ visual production will seek better ways to represent the world so our designs can better respond to its wild complexity.

Seminar structure
For each seminar, there will be two respondents, each asked to prepare 5 minute presentations with visuals from different subject positions. Respondents must be in touch with presentation outline 2 days before seminar.

By 8 pm the night before seminar, each student is required to upload two proposed discussion questions & two related images to a group blog.

Assignments
All assignments pertain to the case study under consideration of Mayor De Blasio’s proposed Mandatory Inclusionary Housing. Students are asked to approach each as an exercise in analyzing social reality through spatialized visual representation. Detailed instructions and templates will be provided in class.

+ Site Report (due 2/4)
In teams of two, students will visit one neighborhood selected for rezoning and Mandatory Inclusionary Housing and produce a Site Report including visual & textual documentation according to a template to be discussed in class.

+ Event Reports (due 2/11 & 3/24)
Each student does will select and attend two out-of-class events (public hearings, community meetings, etc) and produce visual and written reports according to a template to be discussed in class.

+ Interview Documentation (due 4/7)
In teams of two, students will select one interviewee from prominent case study stakeholders, arrange and conduct an interview, and produce documentation according to a template to be discussed in class.

Each student will produce an explanatory drawing providing a visual analysis of some aspect of the case study, for example an Interpretive Neighborhood Plan, Power Analysis Sociogram, Narrative Historic Drawing, Legal Diagram, Photo Essay. A 1000-word essay will accompany the drawing. Drawings types and visual templates will be discussed in class.

+ Magazine (pin-up 4/28, due 5/5)
Drawing from the site reports, interview documentation, event reports, and drawings, the entire class will produce a magazine of their findings by combining previously produced materials.

Grading
Seminar pre-sponse 15%
Seminar presentations 10%
Seminar participation 10%
Site Visit Report 5%
Event Reports 10%
Interview 20%
Drawings & Essay 25%
Magazine component 5%

Student Learning Objectives
Students in Senior Seminar should be able, at an advanced level, to:
1. Verbally present independent, group or assigned research, in multiple media formats
2. Organize, research and write in a variety of formats
3. Formulate and conduct advanced empirical and archival research related to social decision-making about the built environment
4. Produce narrative and information-rich visual representations
Democratizing Architecture
Struggles for Social Control of the Environment
from Building Codes
to Mandatory Inclusionary Housing

Schedule

Thurs 1/21 Introduction

Thurs 1/28 Utopian Tradition
*The Origins of Modern Town Planning*, Leonardo Benevolo, pages 1–85

Thurs 2/4 Social Landscape (NS & JW)

*Site Report due*

Thurs 2/11 Building Code (DB & TO)
*A History of Housing in New York City*, Richard Plunz, Preface, pages xxix–49
Tenement House Act of 1901, pages 1–36
“The Tenement House Exhibition of 1899,” Lawrence Veiller

*Interview
Event Report 1 due*

Thurs 2/18 Rezoning Teach-In
Faith Leaders for REAL Affordable Housing
St. Paul's Chapel, 209 Broadway, NYC

Urban Socialism (EB & PZ)

Thurs 2/25 Zoning (JW & KS)
*Zoned American*, Seymour Toll, pages 74-210
“Zoning for Democracy,” Damon Rich

*Drawing desk crit*

Thurs 3/3 Urban Renewal 1 (TO & KJ)
Excerpts from Housing Act of 1949

*Affordable Housing Workshop*

Thurs 3/10 Urban Renewal 2 (DB)
“Uptown Fifth Avenue,” James Baldwin
*Root Shock*, Mindy Fullilove, 52-107
“Bas-Relief Urbanism: Chicago’s Figured Field,” Sarah Whiting

Urban Reviewer website
*Explanatory Drawing Draft Pin-Up*

*Spring Break*

Thurs 3/24 Urban Renewal 3 (DP & NS)
*After the Planners*, Robert Goodman, 11-142, 171-210

*Event report 2 due*

Thurs 3/31 Model Cities (KS)

“A Ladder of Citizen Participation,” Sherry Arnstein (12 pages)

*Explanatory Drawing final pin-up*

Thurs 4/7 Affordable Housing (KJ & PZ)
*Forest Hills Diary*, Mario Cuomo, 3–152

*Interview documentation due*

Thurs 4/14 Magazine pin-up

Thurs 4/21 Advocacy Planning & Community Design (EB & DP)

“Advocacy and Pluralism in Planning,” Paul Davidoff (12 pages)
An Architektur 20, “Community Design. Involvement and Architecture in the US since 1963: Texts” (65 pages)

Thurs 4/28 Conclusion

*Final magazine components due*
Absences and Incompletes Policy
Attendance is mandatory at all scheduled classes. Class is held Thursday beginning promptly at 11 am. 10 minutes will be considered late and anyone that arrives after 10:30 am will be considered absent. The only excused absences are those for reasons of health or crisis, and you must alert the instructor.

Unexcused absences, late arrivals, or early departures from class will reduce your course grade. Three non-consecutive absences within the semester 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 nonconsecutive absences will mean that you have dropped the course, whether or not you have filed the appropriate “drop” form.

Disabilities Statement
Students with disabilities who will be taking this course and may need disability-related accommodations are encouraged to register in advance with the Office of Disability Services (ODS) in 008 Milbank for Barnard students or Disability Services at Wien Hall, Main Floor Suite 108A for Columbia students.

Honor Code / Academic Integrity Statement
• References the faculty statement on academic integrity at: https://www.college.columbia.edu/academics/integrity-statement
• States the expectation that students will work in accordance to the student honor code
• Specifies the consequences of committing an academic integrity violation in your class. For example, you should state whether or not there will be an academic sanction and whether or not the matter will be referred to the Dean’s Discipline process: https://www.college.columbia.edu/academics/disciplinaryprocess
• Refers students to the Columbia University Undergraduate Guide to Academic Integrity at: https://www.college.columbia.edu/academics/integrity
• Refers students to the Barnard College Honor Code at: http://barnard.edu/dos/honorcode

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars’ work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others’ ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Columbia.

Full Barnard College Student Honor Code
We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any papers or books not authorized by the instructor in examinations, or to present oral work or written work which is not entirely our own, unless otherwise approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Full Columbia College Student Honor Code
I affirm that I will not plagiarize, use unauthorized materials, or give or receive illegitimate help on assignments, papers, or examinations. I will also uphold equity and honesty in the evaluation of my work and the work of others. I do so to sustain a community built around this Code of Honor.
Assignment: Site Report (due 2/4)
In teams of two, students will visit one
neighborhood selected for rezoning and Mandatory
Inclusionary Housing and produce a Site Report
including visual & textual documentation according
to a template to be discussed in class.

Requirements
1. Photographs
   2 typical streets (looking down street)
   2 of blocks (elevation of block)
   3 of outstanding buildings
   3 of outstanding details
2. Neighborhood map (drawn)
3. Person-on-the-street interview
   Quotation (25-40 words)
   Photo
4. Narrative, 500-600 words
   Describe your experience of visiting
   Describe the feel of the place
   Architectural assets you found
   Architectural problems you found
   Signs of rezoning proposal process
5. Collateral (take-out menus, sales flyers...)

Optional
6. Neighborhood data from:
   http://factfinder.census.gov
   http://data2go.nyc
   Available via “ProQuest Historical
   Newspapers” via university library

Sites
• Bay Street, Staten Island
• East Harlem, Manhattan (Desi & Nicole)
• Inwood, Manhattan (David & Pablo)
• East New York, Brooklyn
• Flushing West, Queens (Jordan)
• Long Island City, Queens (Tola & Kamay)
• Jerome Avenue, the Bronx (Emily & Konstantina)
Assignment: Event Report (due 2/11 & 3/24)
Each student does will select and attend two out-of-class events (public hearings, community meetings, etc) and produce visual and written reports according to a template to be discussed in class. Events must be pre-approved by instructor.

Requirements
1. Narrative, 500-600 words
   a. Who was at event (people & institutions)
   b. What was discussed
   c. How is it attached to larger process
2. Representative quotation (10-20 words)
3. Overall photograph of meeting & building exterior
4. Drawing representing civic ritual

Potential events (maximum 2 students per event)
• 2/3 City Planning Commission hearing (Desi)
• Community Board meetings
  • CB 11, East NY, 2nd Thurs of month, 7:30 pm
  • CB 11, East Harlem
    Land Use Comm: 2nd Wed of month, 6 pm
    General meeting, 3rd Tues of month, 6:30 pm
• Council hearings
• Academic forum
• Activist forum
• Business forum
• Other public meetings

11x17 inch template
Assignment: Interview Documentation (due 4/7)
In teams of two, students will select one interviewee from prominent case study stakeholders, arrange and conduct an interview, and produce documentation according to a template to be discussed in class. Interview subject must be pre-approved by instructor.

Requirements
1. Interview question script
2. Interview recording
3. Interview transcript
4. 4 photographic portraits
5. Photograph of office
6. Photo of building
7. Collateral
8. Business card
9. Paragraph bio

Potential Interviewees
- HPD
- DCP
- City Council Speaker
- Community Board 11 (East NY)
- Community Boards
- East Harlem Rezoning - WXY
- Mayor's Office
- Real estate developers / REBNY
- Movement for Justice in El Barrio
- Coalition for Community Advancement
- Bronx Community Coalition
- Jerome Avenue residents
- NYC Comptroller
- Architects
- Leftist Planners: Ron Shiffman or Joan Byron
- Municipal Arts Society, Regional Plan Association, Citizens Housing Planning Council
- Tenants & Neighbors, Met Council on Housing

11x17 inch template
Explanatory Drawing
(desk crit 2/25, pin-up 3/10 & 3/31, due 4/28)
Each student will produce an explanatory drawing providing a visual analysis of some aspect of the case study, for example an Interpretive Neighborhood Plan, Power Analysis Sociogram, Narrative Historic Drawing, Legal Diagram, Photo Essay. A 1000-word essay will accompany the drawing. Drawings types and visual templates will be discussed in class.

Requirements
• Must pull broad empirical research into visual form
• 17 x 22 inches
• 1000-word accompanying text
• Students will identify their topic based upon the list below and preliminary research on case study.

Potential Explanatory Drawing topics
• How Battery Park City affordable housing contribution was supposed to work / how it did work
• How Williamsburg rezoning with inclusionary housing was supposed to work / how it did work
• Past plans for targeted neighborhoods
• How ULURP works
• How proposed rules would affect the shape of the neighborhood
• How proposed rules on affordability work
• NYC affordable housing mechanisms over time
• Sociogram of overall issue
• Narrative of official roll-out
• Recent history of 421-a tax abatement
• How development gets approved in NYC & how social benefits are negotiated
• Community Benefit Agreements
• Graphic analysis of official plan & outreach materials
• Represent Rezoning & Mandatory Inclusionary Housing as giant machine operating on the city