A. COURSE DESCRIPTION

This class will offer a critical and speculative platform to analyze the architectures of housing through seminar discussions and workshop exercises. Housing is a central topic for disciplinary discussion and practice: while the house is many times regarded as the realm of intimacy and retreat from the outside world, we will address housing as an architecture central to the organization of society, and will inspect its relation to changing cultural and technological frameworks, economic processes, and political arrangements.

We will study housing as it is defined through spatial configurations and territorial arrangements. We will consider how housing structures ways of being together, and how it draws realms of inclusion and exclusion at different scales—defining domains of domesticity and foreignness. We will additionally explore how these definitions are not constructed by architectural elements alone, but are additionally constituted through technological networks, arrangements of objects, and institutional policies, which result in diverse individual occupations and collective forms of organization.

The discussion component of the class will bring into focus different theoretical frameworks and will consider historical transformations of the architectures of housing throughout the last century. Workshop exercises will ground this inquiry through research on contemporary case studies in New York City. The development and rehearsal of systems of representation adequate to address the questions identified in our discussion and research will be a central component of the class’s work, and will link our efforts to current speculations within the discipline.
**Pedagogical Goals**

1. Acquire critical and representational tools to speculate on the architectures of housing both as a discursive and a design endeavor.
2. Verbally and visually communicate architectural concepts in multiple media formats.
3. Understand historical genealogies and theoretical debates relating to the architectures of housing in the modern and contemporary periods.
4. Relate these genealogies and debates to contemporary challenges and current practices of housing.
5. Develop tools of design research.

**Prerequisites**

Students should be familiar with architectural techniques of representation, and should have taken at least one design studio prior to taking this course.

Andres Jaque, “Homing Urbanisms” (2012)
B. CLASS FORMAT
The class will meet twice a week: Mondays will be dedicated for seminar discussions, while Wednesdays will be reserved for activities related to the development of workshop exercises. The course will be structured around two blocks of readings articulating the discussion sessions and two main exercises organizing the workshop. Two special sessions of seminar activities with planned in the weeks with the workshop pin-ups corresponding to each of the exercises.

Discussion Sessions

SPACES
Defining an outside
  Additional readings:

Facing the inside
- Beatriz Colomina, “Intimacy and Spectacle,” in *AA files* n.20 (Autumn 1990), 5-14
  Additional readings:

![Adolf Loos, Moller House in Vienna (1930), as conceptualized by Beatriz Colomina (1994)](image1)

![Sigmund Freud’s house and consulting room in Vienna](image2)
**Neighbor spaces**
- Dolores Hayden, "Collectivizing the Domestic Workplace," *Lotus* n. 44 (1989), 72-89
- Niklas Maak, "After the House, beyond the Nuclear Family," in *Living complex: from zombie city to the new communal* (Munich: Hirmer, 2015), 136-159

Additional readings:

**Technological domesticities**
- Georges Teyssot, "Water and gas on all floors," *Lotus* n. 44 (1989), 83-92
- Beatriz Colomina, "The Office in the Boudoir" in *Office US: Agenda* (Zurich: Lars Muller, 2014), 81-88

Additional readings:

**Object arrangements**
- Christopher Reed, "A Room of One's Own: The Bloomsbury Group's Creation of a Modernist Domesticity," in *Not at Home* (London: Thames and Hudson, 1996), 147-160
- Jesse LeCavalier, "Stuff During Logistics," in *After Belonging: The Objects, Spaces, and Territories of the Ways We Stay in Transit* (Zurich: Lars Muller, 2016), 166-178

Additional readings:
TERRITORIES
Planned Communities
- Kenny Cupers, “The expertise of participation,” in The social project: housing postwar France (Minneapolis: University of Minnesota Press, 2014), 137-183

Additional reading:
- Reinhold Martin, “Territory,” in Utopia’s ghost: architecture and postmodernism, again (Minneapolis: University of Minnesota Press, 2010), 1-26
- Mariana Fix, “The Real Estate Circuit and (the Right to) the City: Notes on the Housing Question in Brazil” in Housing after the Neoliberal Turn (Leipzig: Spector Books, 2015), 13-20

World Dwelling
- Pierre Bourdieu, “The Berber House or the World Reversed” in Social Science Information n.9 (1970), 151-170

Additional readings:
- Homi Bhabha, “The world and the home,” Social Text 10.2-3 (1992), 141-151
Infrastructures of Transience
-Ijlal Muzaffar, “Prisoners of the Present: Transient Populations, Sovereign Thoughts, and Depoliticization of Housing in the Postwar Era,” in After Belonging: The Objects, Spaces, and Territories of the Ways We Stay in Transit (Zurich: Lars Muller, 2016), 166-178
Additional readings:

Financial Landscapes
-Frederik Engels, excerpts from The Housing Question (New York: International Pub., 1935), 43-77
Additional readings:
-David Madden and Peter Marcuse, In Defense of Hosing (London and NY: Verso, 2016), excerpts

Homelessness and the Urban Commons
-David Harvey, “The creation of the Urban Commons,” in Rebel Cities (New York: Verso, 2009), 67-88
Additional readings:
-Krzysztof Wodiczko, “Conversations about a project for a homeless vehicle,” October n.47 (Winter 1988)
Workshop Exercises

Students will develop two analyses of the selected case study and will rehearse one system of representation to address each of them. Each exercise offers two alternative topics for students to address. Each exercise will be started with a discussion of the topics and representation systems to be explored, followed by deskcrits and collective class discussions, and will end in a review pin-up. The two exercises will be compiled for the final review, adding a summary text (400 words) and a summary image.

A selection of case studies will be offered in the first class, but students are invited to present their own options. These might include: An apartment building in Chinatown, a Barnard/Columbia dormitory building, a NYCHA public housing development, a squatted housing (such as C-squat), a homeless shelter, a co-housing project (such as Pure House), a recent high end development (such as 432 Park Avenue), and a recent micro-housing development (such as Carmel Place).

EXERCISE 1

Typologies: This analysis should address the spatial organization of the case study a stake, its constitutive formal features, and their historical evolution in relation to the development of NYC housing. Representational strategies should address these questions with a critical use of isometric or perspective drawings.

Individual Occupations: This approach to the exercise aims to deal with the ways in which the selected case study is appropriated by a user, and will document the different objects and technologies that mediate this process of occupation. A documentary photo journal will be used to address the relations between spaces, inhabitants, programs, and meanings.
Collective Practices: This study will consider the different systems of organization at play in the housing project under examination, addressing the way in which those enact or challenge the buildings social and political frameworks. These practices will be represented through the deployment of a narrative in the form of a graphic novel.

EXERCISE 2
Policies: This examination of the case study we will deal with the political and legal frameworks structuring the limitations and possibilities of the particular housing project being considered. Research should be made available though policy diagrams rendering those frameworks and their potentials visible.

Each exercise should unfold in 3 11”x17” spreads. The first of them should be dedicated to the research process including, for example, a representation of historical information, an explanation of the different pieces of evidence mobilized, interview transcripts, or a description of the agents included in the narrative among others. Students will present 8 11”x17” spreads at the end of the semester, 3 for each exercise and 2 with the summary.

Background information on NYC housing can be found in:
- Alfred Mediolo, Housing Form and Public Policy in the United States
- Richard Plunz, History of Housing in New York City: Dwelling Type and Social Change in the American Metropolis
C. EVALUATION AND ACADEMIC INTEGRITY
Student's final grade will consider both seminar participation and workshop exercises in the following percentages:

Seminar: 30%
Preparation of seminar discussion: 15%
    To prepare the seminar sessions, students should bring to class either a written question
    responding to the readings, an image addressing the topics considered in the readings, or a news
    item related to the readings, for collective evaluation in the class.
Participation in seminar discussions: 15%

Workshop: 70%
Exercise 1: 25%
Exercise 2: 25%
Final Compilation (including revised exercises): 20%

Attendance
Attendance to all course meetings is mandatory. If you have a good reason for missing class,
please inform the professor by email beforehand. Otherwise, every unexcused absence after
the second one will lead to a reduction of the grade in fragments of one-third of a letter
grade (A- to B+). More than four unexcused absences will lead to an automatic failure in the
course.

Academic Integrity
Statement on academic integrity: "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." The full statement can be found at
www.college.columbia.edu/academics/integrity/statement.

We expect that students will work in accordance with their honor code. You can find them at
www.barnard.edu/dos/honorcode and www.college.columbia.edu/honorcode

Academic integrity violations in this class will be referred to the Dean's Discipline process.
D. SCHEDULE

Wednesday 9/7  Introduction

Monday 9/12    S1: SPACES. Defining an outside
Wednesday 9/14 W1: Presentation and discussions of case studies.

Monday 9/19    S2: SPACES. Facing the inside
Wednesday 9/21 W2: EXERCISE 1. Class discussion

Monday 9/26    S3: SPACES. Neighbor spaces
Wednesday 9/28 W3: EXERCISE 1. Deskrits

Monday 10/3    S4: SPACES 4. Technological domesticities
Wednesday 9/28 W4: EXERCISE 1. Class discussion

Monday 10/10   S5: SPACES 5. Object arrangements
Wednesday 10/12 W5: EXERCISE 1. Deskrit

Monday 10/17   W7: EXERCISE 1. Pin-up
Wednesday 10/19 S6: SPACES. Seminar activities

Monday 10/24   S7: TERRITORIES. World Dwelling
Wednesday 10/26 W8: EXERCISE 2. Class discussion

Monday 10/31   S8: TERRITORIES. Planned Communities
Wednesday 11/2 W9: EXERCISE 2. Deskcirt

Monday 11/7    Election Day
Wednesday 11/9 W10: EXERCISE 2. Class discussion

Monday 11/14   S9: TERRITORIES. Infrastructures of Transience
Wednesday 11/16 W11: EXERCISE 2. Deskrit

Monday 11/21   W11: EXERCISE 2. Pin-up
Wednesday 11/23 S10: TERRITORIES. Seminar activities

Monday 11/28   S11: TERRITORIES. Financial Landscapes
Wednesday 11/30 W12: Compilation and Formatting

Monday 12/5    S12: TERRITORIES. Homelessness and the Urban Commons
Wednesday 12/7 W14: Compilation and Formatting

Monday 12/12   Final Review

* Students with Disabilities
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.