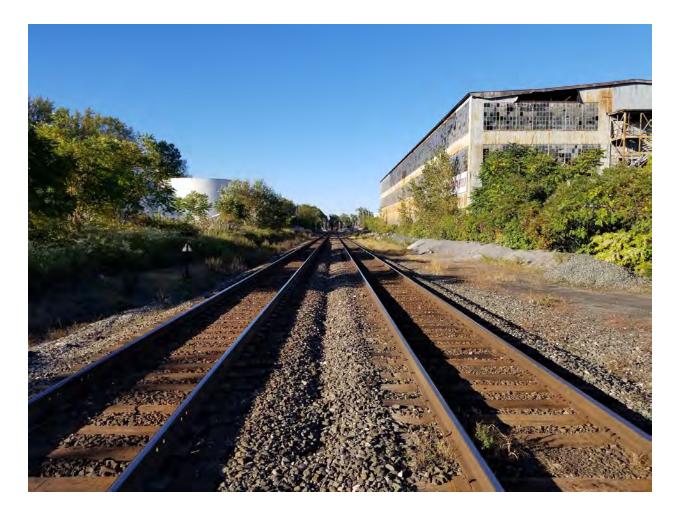A6850-1 Urban Design Studio II

The Climate Crisis: Designing A Just Transition in Small Cities

Spring 2021, Monday, Thursday: 1:30 PM – 6:30 PM, Wednesday: 5:00 - 7:00 PM (all EST)

Faculty: Kaja Kühl (Coordinator), Lee Altman, Anna Dietzsch, Shachi Pandey, Thaddeus Pawlowski

Associates: Zarith Pineda, Victoria Vuono

ABSTRACT

The Spring 2021 Urban Design Studio operates at the regional scale and asks students to enter the discourse of urbanization beyond New York City and to engage unevenly dispersed socio-spatial ecosystems at multiple scales. This semester we will work in two regions, both examples of landscapes and cities shaped by late 19th century industrialization and subsequent patterns of urbanization. The Hudson Valley, a region defined by deep connections to New York City as a global trading hub, has been a source of food, materials, water and power infrastructure for the global metropolis at its south. It was the birthplace of the American environmental movement and continues to be rich in activism and innovation addressing the climate crisis. The Eastern Ohio River Valley was America's first extraction landscape, where petroleum was first produced for fuel, where coal powered a century of industrial expansion, and where natural gas is still being hydraulically fractured.

Specifically, this studio will explore the regions' rural/urban socio-spatial ecosystems as the site for intervention to address the global climate crisis. As part of a nationwide initiative, the Green New Deal Superstudio, students will explore various layers of social and physical infrastructure and will work closely with local stakeholders, elected officials, organizations, non-profits, community groups, and planning and design professionals to envision just and equitable pathways towards decarbonizing the region and a just transition towards a regenerative economy.

THE CONVERGENCE OF CRISES

"The anthropocene requires a commitment from us – a particular form of commitment – of being knowledgeable of and involved in the environment where the transformation is taking place. It is about seizing the opportune moment, appropriately. And, if one can do this, that moment is always now." - Mike Hulme in Connectedness – An Incomplete Encyclopedia of the Anthropocene'.

We enter the year 2021 – the beginning of the critical decade to sustain this planet for future generations – at the convergence of the three crises.

A Public Health Crisis has for the past year challenged long-standing norms of how we work, live, learn, and care for each other. In the United States, long-standing systemic health and social inequities have put many people from racial and ethnic minority groups at increased risk of getting sick and dying from COVID-19.[1] Many people in the same groups have also felt negative economic impacts at disproportionate rates.

An Uprising for Racial Justice unseen since the civil rights movement of the 1960s vocalized the systemic injustices that have existed for centuries, perpetuated by discriminatory spatial practices of urban design, infrastructure planning, and capital.

A Climate Crisis decades in the making. According to the 2018 report by the Intergovernmental Panel on Climate Change (IPCC) **"rapid and far-reaching" transitions in the use of land, energy, industry, buildings, transport, and cities"** are required to make significant reductions in greenhouse gas emissions by 2030 and avert the worst effects of climate disruption.[2]

Working across disciplines and scales, the studio will examine the opportunities for systemic change to address these crises simultaneously, to challenge existing practices of city making and infrastructure investments. "Never let a good crisis go to waste" – a quote most often attributed to Winston Churchill after World War II – suggests that in the combined urgency lies the opportunity to radically rethink urban design together with the policies and mechanism we use to create it.
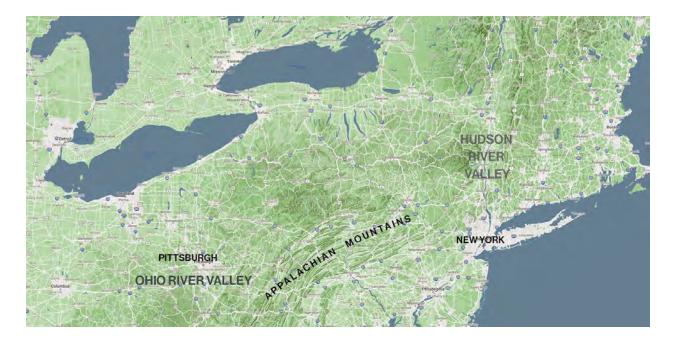
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[1] Center for Disease Control and Prevention (2020): Health Equity Considerations and Racial and Ethnic Minority Groups (https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html)

[2] IPCC special report SR15 on the impacts of global warming of 1.5 °C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty.
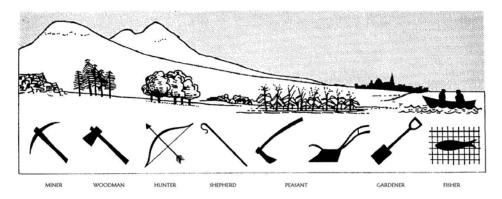
CONTEXT

Regional Systems

The Urban Design Studio II operates at the regional scale and asks students to enter the discourse of urbanization beyond large cities to engage unevenly dispersed socio-spatial ecosystems at multiple scales. For this studio, we begin our inquiry in two regions in the American Northeast.

The Hudson River Valley, a region defined by its deep connections to New York City, the global metropolis at its southern end, and the Hudson River, often referred to as America's "first river", a prominent, and profitable, waterway with a history of commerce, transportation, culture, and recreation well before European settlement, when the Mohican, Munsee, Wappinger, and Lenape tribes cultivated the landscape along the river. Small cities and towns were able to prosper through the 18th and 19th century until the mid 20th century when a combination of suburbanization, restructuring of industries and labor markets, investments in transportation infrastructure, and urban renewal left scars of vacant land, abandoned waterfronts, contaminated post-industrial sites, and reduced populations. The sometimes tenuous relationship between New York City and its "hinterlands" continues to this day with the city drawing water, food, material, and energy from the region. Residents along the river have a long history of environmental activism and are eager to prepare their region for a carbon-neutral future. Today new "pioneers", often white and middle-class, are finding their way up the Hudson River to the valley's cities and towns, looking for places of opportunity, access to resources, the promise for growth and a higher quality of life at lower costs. At the same time, people who have lived in the valley for generations and those who live there by

necessity rather than by choice, are also striving to make their cities better places to live, work, and thrive. This variety of people, purpose, and perspectives makes the region both diverse and dynamic, but can also manifest itself in challenging inequalities.

The Allegheny Mountains and Plateau which feed **the Ohio River Valley** was America's first extraction landscape, where oil was first prospected for fuel, where coal powered a century of industrial expansion, and where natural gas is still being hydraulically fractured or "fracked;" each energy phase defining the regional economy. This area is part of the American "Rust Belt," where major industries attracted millions of workers in the late 19th and early 20th century. Black Americans came from the southern states as part of the Great Migration and others came from Eastern and Southern Europe. In the latter half of the 20th century, these industries declined as globalization allowed capital to flow to cheaper labor markets. The industrial era and its decline has left waterways polluted with acid-mine drainage, cities with surpluses of vacant and contaminated post-industrial land, municipal budgets starved of funding for essential services, and neighborhoods hollowed out of residents and many remaining who have fallen victim to the opioid epidemic and extremist and xenophobic politics. In recent years, grassroots activists and entrepreneurs have led the way to reimagining the Rust Belt through the arts and education, through a culture of respect and care for the elderly and differently abled, and stewardship of the rich and complex natural environment.

Geddes, P. (1923) The valley section from hills to sea.

For this studio, region is defined neither by a political boundary nor a physical area but, in the tradition of Patrick Geddes[3], the region is understood as the integration of settlements, modes of production and consumption, and the topographic and biological contexts in which they take place. More than 60% of Americans live in small towns. Specifically, this studio will explore the region's small cities, rural, and suburban socio-spatial ecosystems as the site for intervention.

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[3] Daniel Christian Wahl (2017) Design and Planning for People in Place: Sir Patrick Geddes (1854–1932) and the Emergence of Ecological Planning, Ecological Design, and Bioregionalism, Medium, 2017

At the start of 2019, the US House of Representatives passed [Resolution H.R.109](#) calling for a *Green New Deal* to substantially reset climate and social policy of the Country. In June 2019, the New York State legislature passed the **Climate Leadership and Community Protection Act**, a legally binding legislative act to achieve net zero greenhouse gas emissions in New York State by 2050. The **Pennsylvania Climate Action Plan** is more gradualist, calling for a 26 percent reduction in greenhouse gas emissions by 2025, and an 80 percent reduction by 2050. These efforts complement the global challenge of anthropogenic change, ranging from acts of resistance such as the [#fridaysforfuture](#) school strikes to the startling clarity of IPCC reports, all of which highlight the limited time frame for us to act. They shift our vocabulary from merely acknowledging climate change to embracing the need for systemic action to confront the crisis. Such changes are structural. We need to change the way we live, work, organize, and govern ourselves as a society. Not only do we need to transition to a decarbonized future, however, we must also address the systemic inequities integral to the petro-chemical globalized urbanization that has brought us to this dire condition. As tragic as the global Covid-19 pandemic is, it also presents an opening for us to imagine a different future. As vaccines become available over the course of 2021, we will not and we cannot "go back to normal."

- **What are current and future tools to draw down greenhouse gas emissions?**

- **How can we rethink our urban environments using these tools to create more just, healthy, and sustainable cities?**

- **How can we deploy these tools as we rebuild a regenerative economy that provides equal opportunity and repairs systemic injustices?**

- **How can Design integrate multiple scales of such tools from the region to the human body?**

As part of a national initiative, the [Green New Deal Superstudio](#), this studio will address the social, technical, and spatial contours of the ambitious—but largely undefined—proposal known as the Green New Deal. This initiative is led by the [Landscape Architecture Foundation](#), the [Center for Resilient Cities and Landscapes](#) at Columbia University and the [McHargCenter](#) at the University of Pennsylvania. Throughout the semester, we will engage with speakers participating in this effort and we anticipate that the work coming out of this studio will contribute significantly to discussion and actions necessary to address the global climate crisis.

Drawdown

As part of this studio, we will discuss frameworks like the [Ecological Footprint](#) and [Project Drawdown](#) to help us understand how our current systems of consumption threaten the planet. The *Ecological Footprint* is a concept to measure the demands placed on available natural resources for a given intervention or lifestyle. It asks "how many earths do we need if the world's population lived like…?" or conversely: "how do we need to live within the resources of the one planet we have?" In addition to carbon emissions, the ecological footprint accounts for resource production, consumption, and waste—onsite and offsite—and provides a more holistic outlook on our environmental impact.[4]

Project Drawdown offers 100 concrete solutions for reducing such footprint, some more proven than others. Together, they have the ability to reverse our course and limit global warming. In this studio, we will develop scenarios of how these solutions can be applied to a place and people and generate co-benefits.

"[The State of the States](#)", a report on the ecological footprint and biocapacity of the 50 states by Global Footprint Network and Earth Economics, 2015

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[4] For more on the concept of the ecological footprint, see
https://www.footprintnetwork.org/our-work/ecological-footprint/

STRUCTURE

DAY 1
Individual Work
30-minute sketch exercise

Whether we live in a city, a suburb, or a rural area, on some level we all have a particular region we call home. In this exercise we will use familiar territory to begin our investigation of what it means to think regionally. Working individually, you will have 30 minutes to create a sketch/collage of the region you call home. This can be the region where you were born, the area where you live now, or where your ancestors are from. It should be a place you know well enough to share with us. How big is the region? What defines it? What are its significant features? Food, culture, geography, language? Does it have boundaries? How do they manifest themselves? This is a sketch exercise, ideally a hand sketch or collage. We will break out into discussion circles to learn about each other's regions at the end of Day 1.

I. DECONSTRUCTING PETRO-CHEMICAL URBANIZATION

WEEK 1-3
Team Work (3-4 team members)

For this assignment, you will examine one of the two regions through a series of infrastructure systems at multiple scales which operate in and impact the region and the planet's health. Through investigative mapping and research, we seek to understand and "deconstruct" the systems underlying our ecological footprint, histories of systemic inequities, and power.

This Part will be guided by the following discussion:

- **How do our systems of consumption and capital contribute to the climate crisis on a regional and global scale?**

- **What types of inequities do these systems produce? In specific locations? In the world?**

- **How are these systems impacted by the recent and ongoing public health crisis?**

- **What underlying assumptions about government, regulations, investment or economic prosperity should we challenge (or can we challenge) to deconstruct these systems?**

II. SITES & PARTNERS

WEEK 4-7
Team Work (3-4 team members)

For Part III and IV you will self-select your team of 3-4 and will be assigned one of four sites and partner organizations. These local partners will introduce you to a specific geography, history and sets of issues. (See a brief description of the sites starting on page 13) Following this introduction, you will develop an argument and strategy for this place, its relationship to the region and the three crises described above.

Consider how knowledge from previous research feeds into your team discussion and helps you establish a position and an attitude about ways to address—in big and small ways—the climate crisis, and spatial justice, challenging systems of consumption and capital. During this phase, you will:

- **Develop your team's argument for design intervention**

- **Illustrate stakeholders and their concerns**

- **Connect your site and stakeholders to the larger regional research**

For the midterm review you will synthesize your research and interaction with stakeholders into a carefully constructed argument and design proposal that will set the stage for developing your proposal in the second half of the semester.

III. DESIGN PROPOSALS

WEEK 8-14
Team Work (3-4 team members)

Following spring break your team will continue to develop and refine your argument for intervention in the form of a multiscaled design proposal for your site(s). As we continue to think in multiple scales, site-specificity will drive design decisions and tactics for your chosen site(s). You will use a range of design and representation techniques to test ideas and iterate on formal and conceptual schemes. Your site-specific design proposals are a key part of our studio's and the urban design profession's effort to show how design can have agency in understanding, challenging, and enacting change at the scale of a specific locale. At the same time, we are interested in using our sites as a testing ground to demonstrate prototypical solutions broadly applicable to the region and beyond.

In each of these phases, we will workshop together with students from Columbia's School of International Public Affairs (SIPA) to discuss how your design proposals may inform public policy decisions or vice versa, and how they might enable a regenerative economic business model.

IV. WORKSHOPS AND DEBATES

WEEK 1-12

Every Wednesday, we will have short studio sessions in which we will discuss lectures, readings, or design tools. For several of these sessions, we will split the studio into smaller circles, offering an opportunity to reflect on your studio work and develop your individual attitude towards the studio topic and urban design in general. The format and content of these sessions will vary from week to week (see schedule below). You are expected to come prepared and participate in the discussions. You will find relevant readings or tutorials in the studio drive.

DEBATE: THE ECOLOGICAL FOOTPRINT
Wednesday, January 13
Speaker: Chris Jones, UC Berkeley, Cool Climate Network
Reading: Leah Stokes (2020), "A Field Guide For Transformation" in *All We Can Save*, Ayana Elizabeth Johnson & Katherine K. Wilkinson, One World, New York

LECTURE & DEBATE: REGIONAL URBANISM
Wednesday, January 20
Speaker: Richard Plunz
Reading: Daniel Christian Wahl (2017) Design and Planning for People in Place: Sir Patrick Geddes (1854–1932) and the Emergence of Ecological Planning, Ecological Design, and Bioregionalism, Medium

Workshop: BUILDING ANTI-RACIST AND MULTICULTURAL AMERICAN CITIES
Wednesday, January 27
Speaker: Alondra Cano, City Council Member, Minneapolis
Reading: TBD

DEBATE: TOWARDS SPATIAL JUSTICE/ADVOCACY IN PRACTICE
Wednesday, February 5
Speaker: Mathew Gonzales, NYU Metro Center
Reading: Angela Glover Blackwell, The Curb-Cut Effect in Stanford Social Innovation Review, Winter 2017

WORKSHOP: JUSTICE IN DESIGN
Friday, February 12
Speaker: Lee Altman
Reading: "Defining the Just City Beyond Black and White", Toni L. Griffin and
"The Case for All In Cities", Angela Glover Blackwell in "***The Just City Essays***", edited by Toni L. Griffin, Ariella Cohen, David Maddox published by the J.Max Bond Center on Design for theJust City at the Spitzer School of Architecture, City College of New York, Next City and The Nature of Cities, 2015

DEBATE: CHALLENGING OWNERSHIP OF LAND
Wednesday, February 17
Reading: "Introduction", pp. 3-16 in James De Filippis: *Unmaking Goliath: Community Control in the Face of Global Capital*, Routledge New York and London, 2004

DEBATE: HEALTH EQUITY AND PUBLIC SPACE
Wednesday, March 10
Speaker: Matthew Clarke, Design Trust for Public Space
Reading: "The Toolkit for Health, Art, Parks, and Equity", pp. 17-31, Matthew Clarke & Geneva Vest, Design Trust for Public Land and the National Associate of County & City Health Officials

DEBATE: JUST TRANSITION
Wednesday, March 17
Speaker: Lara Skinner, Executive Director of The Worker Institute at Cornell University
Reading: "From Banks and Tanks To Cooperation and Caring", A Primer by the Movement Generation Justice and Ecology Project

DEBATE: DESIGNING A JUST TRANSITION
Wednesday, March 24
Each Student will bring their own precedent study to discuss

WORKSHOP: STORY MAPS
Wednesday, March 31
Speaker: Zarith Pineda

WORKSHOP: PITCH
Wednesday, April 7
Each team member will practice their final presentation

TOOLS/TECHNOLOGY

MIRO

We will use Miro and Zoom as our primary technology to share information and designs. Be prepared to use both simultaneously to allow for interactive conversations around your research and design progress.

VIRTUAL STUDIO HUB
This Miro Space will be your information hub for everything in studio (Syllabus, Miro and zoom links, calendar, readings and links to separate pin-up spaces)

PIN-UP SPACE
Each site will have a dedicated pin-up space. These will be used for regular pin-ups and reviews. You will upload your work to these spaces for specific deadlines (to be announced during the semester). These pin-up spaces are semi-public and are an opportunity to view and engage with the work of your classmate's or can be shared with outside reviewers.

PROJECT DIARY
Each team will create a Miro board as their project diary. As a team, this is where you will not only keep your drawings but your notes and links to critical information, precedents, reports, images or statistics you cite in your project. Your faculty will contribute to this board, keep it organized to be used for desk crits. If you have a tablet, use it to hand sketch together. When it gets too heavy, you may need to archive parts of the board.

SITES & PARTNERS

In Part III & IV we will work with specific sites in the Hudson River and Ohio River Valley. Partner organizations will introduce us to these places, concerns and stories through meetings, images, background information or virtual tours.

HUDSON, NEW YORK

Partners: Basilica Hudson, City of Hudson, Spark of Hudson

Similar to many communities along the Hudson River, the City of Hudson's waterfront is in a state of transition from a formerly industrial working waterfront -now in various stages of abandonment and regeneration. Similarly, various stakeholders have interests and stakes in the spaces along the waterfront. Separated from the city by train tracks, recent efforts to revitalize it as a "people's waterfront" mix with a constant flow of trucks from active mining. The city received a Downtown Revitalization Initiative Grant in 2017 to improve access to the waterfront and various historic assets. Some of these projects are underway, others are expected to be developed in the coming years.

Basilica Hudson, a historic structure and non-profit organization near the waterfront is an important anchor and destination. It plans to become a net-zero facility and green jobs

workforce development program in the next decade. Teams in this section will meet with stakeholders from Basilica and a Youth Climate Action Club organized by the Spark of Hudson, and will host a community visioning session to generate a community-driven vision for Hudson's waterfront as a hub for a regenerative economy.

KINGSTON, NEW YORK

Partners: Kingston Land Trust, Citizens for Local Power

Kingston sits where the Rondout Creek meets the Hudson River and has its development history tightly linked to transportation. Before Dutch settlers arrived, it was a trading route for the Lenape and Mohican People and by 1614 it was known as a fur trading post between the Dutch and Indigenous people. The construction of the Delaware and Hudson Canal in 1825 marked the blooming of the area's extraction industry: coal, natural cement, ice, brick and bluestone passed through the shipping hub. Its primacy ended with the advent of railroads, when four train stations serving six different rail companies reshaped the area's development.

In the 1960's urban renewal projects erased nearly 500 structures to build a four-lane arterial highway and bridge crossing Rondout Creek, displacing working-class neighborhoods comprised mainly of African-Americans, Jews, and the descendants of the Italians and Poles, who had immigrated to the area in the previous century. Many of the displaced people moved to Midtown, which suffers from high rates of poverty. The slow reinvigoration of the real estate industry in Kingston since the 90's and the current influx of New Yorker's into the area have deepened affordable housing issues.

The Kingston Land Trust is a nonprofit organization that protects environmentally and socially significant land for the common good. In addition to traditional land conservation, the Kingston land Trust aims to address inequities by making land accessible to the community for urban agriculture, commuter trails, recreation, heritage sites, and affordable homes. Teams in this section will work with the Kingston Land Trust and other housing advocates in their effort to provide affordable housing and mitigate displacement by challenging common systems of housing production and land ownership, while ensuring that new housing is carbon neutral.

Citizens for Local Power helps communities in the Mid-Hudson Region transition to a locally-based, clean energy economy. In Kingston, they will embark on helping the city develop its Climate Action Plan 2.0, a blueprint to build sustainable, resilient, and independent energy, food, economic, and social systems over the next 10 years. Teams in this section will work with the group to identify opportunities, sites, and urban design solutions to achieve this community vision.

PITTSBURGH, PA EASTERN OHIO VALLEY

City of Pittsburgh and/or, City of Johnstown

View of Ohio River and Chateau/Manchester Neighborhood

Pittsburgh (population app. 300,000) is the anchor of Western Pennsylvania, a region that has long been defined by its legacy of fossil fuel extraction and heavy industry.   The rivers of Western Pennsylvania originate in the Allegheny Highlands and flow into the Ohio River at Pittsburgh. The Ohio River which flows into the Mississippi was a major pathway for the westward expansion of the United States in the 18th century. In the 19th century these waterways, and coal mining, powered the development of industry, particularly steel making.

Pittsburgh's riverfront neighborhoods, and many of the smaller towns along these rivers, have faced the same challenges of de-industrialization over the last five decades.   There have been many different pathways for redevelopment. In the Chateau/Manchester neighborhood in Pittsburgh vacant industrial sites have become places for art, education, and music under the leadership of the Manchester Craftsmen's Guild. Further up the watershed, the City of Johnstown is reimagining itself as an ecologically-minded bedroom community to the growing tech sector in the region.

PEDAGOGY AND TOOLS

ENGAGING STAKEHOLDERS

Central to the Urban Design program is the idea of situated practices. The urban professions have, for generations, depended upon expert knowledge and social privilege, often resulting in imposed solutions to poorly understood conditions or local experience. Instead, we insist that Urban Design depends on the multiple and often conflicting voices that make up any social agglomeration, and on our efforts to build varied, lasting partnerships with many actors. This understanding is a responsibility, a skill, and a necessity for the study and practice of urban design.

Faculty will help you to make connections with people who live in, work in, or use the spaces, cities and landscapes we examine in a number of ways. Some are organized in community-based organizations, some are regional advocacy groups, elected officials or simply residents with a long history of lived experience in their environment.

Engagements with local stakeholders offer valuable insights and knowledge into the lived experience of a place and its context. It is our obligation to recognize the value of this kind of expertise and not only "take" time and knowledge from these conversations but instead offer something in return. - A map, a drawing, a recording of a lecture, a virtual workshop?

Community Design Fellow Meeting with East Harlem residents, 2018

As you encounter local youth, residents, workers, and community-based organizations, remember to:

- Be humble and open to the opinions, expertise, and insights into their lives that these stakeholders offer

- Be encouraged to seek out additional voices throughout the semester to contribute to your understanding of the region and your chosen site of intervention

- Be prepared: bring visual material such as maps, drawings and models to facilitate your conversation about places. Be mindful that many community members are not experts in reading drawings and prepare your drawings accordingly.

- Be kind. The virtual spaces in which much of our meetings take place require a lot of bandwidth and knowledge of digital tools. Not everyone may be as familiar with these tools as you are.

During the current pandemic, it is challenging to meet with people and visit places face-to-face. However, as many things have moved online this year, so have public meetings and discussions. In addition to conversations arranged as part of this studio, this time will offer the unique opportunity to participate in public meetings and understand the community and democratic processes, where urban design decisions are made.

Screenshot of a Virtual Workshop in 2020, SCAPE

NARRATIVE AND ARGUMENT

In urban design, you often discuss your project with a variety of audiences. This semester we want to highlight and practice communicating our projects with two types of audiences: The professional guest critics, who will give us feedback on our design process, even if they may not know the places and people in our specific sites. How do we bring those voices and images of place into our virtual conversation and studio reviews? On the other hand, community members, stakeholders or members of the public who live in the region may not be well-versed in reading architectural drawings. How can we communicate complex design ideas to this audience? How can some types of drawing or media communicate better than others?

THINKING IN SYSTEMS

Systems thinking in urban design requires attention to the interconnectedness of multiple scales, the connections between components of sub-systems, and the relationship of "hard" (built) and "soft" (relational) components in the system.The design of a bus stop and a bus map are inextricably linked to understanding user patterns, timetables, or the larger systems of CO_2 emissions, the climate crisis and public health. How do soft (seemingly non-physical) systems and hard systems interact? In this studio we are interested in an expanded understanding of regional infrastructure to explore synergies across different systems and scales.

DESIGNING PROCESS AND OUTCOME

As urban designers, we frequently visualize ideas for others to build, plant, fund, or write policy. While all of these processes inform our design, it is unique to the practice of urban design to synthesize and visualize an imagined future for the built and natural environment. Site-specificity is as important as the thinking through multiple scales of intervention.

A core challenge in developing an urban design project is the concurrent development of a democratic process by which we imagine a project being implemented. Who are the actors with agency in the project? Who would advocate, pay for or benefit from it? What are policies that enable or regulate our project and who decides that? What is the timeframe in which it is envisioned and who does what? In this studio we are interested in a creative process in which speculative answers to these questions inform the physical form of the urban design project. Twice during the semester, we will workshop these questions together with students from the School of International Public Affairs (SIPA).

STUDIO LOGISTICS

DIVERSITY AND INCLUSION

[Modified from Columbia University's Non-Discrimination Statement and Policy]:
Our studio is committed to providing a learning, living, and working environment free from unlawful discrimination and harassment and to fostering a nurturing and vibrant community. Especially in an internationally and culturally diverse group like ours, it is important that we acknowledge and celebrate our differences, and always treat each other with respect.
We will also make an effort to respect one another's individuality in our forms of address, which includes learning one another's preferred names and pronouns. If you experience anything in the classroom that undermines these values – or if there is anything we can do to better cultivate inclusivity and respect – please feel free to let the studio coordinator know.

It is the policy of the University not to tolerate unlawful discrimination or harassment in any form and to provide those who feel that they are victims of discrimination with mechanisms for seeking redress. Columbia University prohibits any form of discrimination against any person on the basis of race, color, religion, sex, gender, gender identity, pregnancy, age, national origin, disability, sexual orientation, marital status, status as a victim of domestic violence, citizenship or immigration status, creed, genetic predisposition or carrier status, unemployment status.

ATTENDANCE

Attendance is expected for all studio events. The studio curriculum includes class sessions, lectures, site visits, pin-ups, and reviews. Studio meets Mondays and Thursdays 1:30-6:30 pm, Wednesday 5:00-7:00pm, (all EST) unless otherwise noted in the schedule. **Desk crits with student teams in different time zones can be arranged individually outside of these times**. If you must be absent, please notify the studio coordinator or your assigned faculty member in advance via email.

OFFICE HOURS

To schedule meetings regarding administrative issues, contact the studio coordinator:
Kaja Kühl kk730@columbia.edu (+1 917 916 5478 for emergency only)

FACULTY CONTACTS:
Lee Altman la2278@columnia.edu
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Shachi Pandey sp3717@columbia.edu
Thaddeus Pawlowski t.pawlowski@columbia.edu
Zarith Pineda zarith.pineda@columbia.edu
Victoria Vuono vev2104@columbia.edu

GRADING

Studio grading will follow the Columbia GSAPP policy as outlined here: https://www.arch.columbia.edu/grades. Students will be graded based on their individual performance.

CITING WORK AND IDEAS

In producing a professional body of research, you are required to acknowledge and cite sources for all material referenced in your graphic as well as textual work.

STUDIO ARCHIVE

You are responsible for archiving your work for each assignment according to archiving instructions distributed by studio TAs. Make sure to include the final product (PDF of boards, slideshow or movie, etc.) as well as all original editable files included therein (for example the InDesign package). For every archive submission, you are expected to take time between review and due date to correct spelling mistakes or similar errors. Please make sure that no files are corrupt and that they are downsized to the extent possible without losing quality. Grades for the semester will not be submitted until all archive requirements have been completed.

SCHEDULE

WEEK 1					
	MO	1/11	ONLINE	1:30 PM 6:30 PM	STUDIO INTRODUCTION
	WE	1/13	ONLINE	5:00- 7:00 PM	DEBATE: ECOLOGICAL FOOTPRINTS
	TH	1/14	ONLINE	1:30 PM 6:00 PM	
				6:00 PM	LECTURE: CHRIS JONES
WEEK 2					
	MO	**1/18**			**MARTIN LUTHER KING HOLIDAY**
	WE	1/20	ONLINE	5:00- 7:00 PM	
	TH	1/21	ONLINE	1:30 PM 5:00 PM	LECTURE/DEBATE: REGIONAL URBANISM
				5:00 pm - 7:00 PM	WORKSHOP: PITCH
WEEK 3					
	MO	1/25	ONLINE	1:30 PM 6:30 PM	
	WE	1/27	ONLINE	5:00- 7:00 PM	WORKSHOP: ANTI-RACIST CITIES
	TH	1/28	ONLINE	1:30 PM 6:30 PM	REVIEW: ASSIGNMENT II
				6:30 PM	HAND OUT NEW ASSIGNMENT
WEEK 4					
	MO	2/1	HYBRID	1:30 PM 6:30 PM	
	WE	2/3	ONLINE	5:00- 7:00 PM	WORKSHOP: TOWARDS SPATIAL JUSTICE
	FR	2/4	HYBRID	1:30 PM 6:30 PM	
WEEK 5					
	MO	**2/8**	HYBRID	1:30 PM 6:30 PM	
	WE	2/10	ONLINE	5:00- 7:00 PM	WORKSHOP: JUSTICE IN DESIGN
	TH	2/11	HYBRID	1:30 PM 6:30 PM	
WEEK 6					
	MO	2/15	HYBRID	1:30 PM 6:30 PM	
	WE	2/17	ONLINE	5:00- 7:00 PM	DEBATE: CHALLENGING OWNERSHIP
	TH	2/18	HYBRID	1:30 PM 6:30 PM	PIN-UP/WORKSHOP WITH SIPA STUDENTS
WEEK 7					
	MO	**2/22**	**ONLINE**	1:30 PM 6:30 PM	**MIDTERM**
	TH	**2/25**	**ONLINE**	1:30 PM 6:30 PM	**MIDTERM**

WEEK 8					
		SPRING BREAK			
WEEK 9					
	MO	3/8	HYBRID	1:30 PM 6:30 PM	
	WE	3/10	ONLINE	5:00- 7:00 PM	WORKSHOP: HEALTH EQUITY AND PUBLIC SPACE
	TH	3/11	HYBRID	1:30 PM 6:30 PM	PIN-UP/WORKSHOP WITH SIPA STUDENTS
WEEK 10					
	MO	3/15	HYBRID	1:30 PM 6:30 PM	
	WE	3/17	ONLINE	5:00- 7:00 PM	LECTURE/DEBATE: JUST TRANSITION
	TH	3/18	HYBRID	1:30 PM 6:30 PM	
WEEK 11					
	MO	3/22	HYBRID	1:30 PM 6:30 PM	
	WE	3/24	ONLINE	5:00- 7:00 PM	DEBATE: CASE STUDIES
	TH	3/25	HYBRID	1:30 PM 6:30 PM	
WEEK 12					
	MO	3/29	HYBRID	1:30 PM 6:30 PM	
	WE	3/31	ONLINE	5:00- 7:00 PM	WORKSHOP: STORY MAPS
	TH	4/1	HYBRID	1:30 PM 6:30 PM	
WEEK 13					
	MO	4/5	HYBRID	1:30 PM 6:30 PM	
	WE	4/7	ONLINE	5:00- 7:00 PM	WORKSHOP: PITCH II (REHEARSAL FOR FINAL REVIEW)
	TH	4/8	HYBRID	1:30 PM 6:30 PM	
WEEK 14					
	MO	**4/12**	**ONLINE**		**FINAL REVIEW**
	TH	**4/15**	**ONLINE**		**FINAL REVIEW**
WEEK 15					
	MO	**4/19**			**INTRODUCTION/PREVIEW TO SUMMER STUDIO**

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Hudson Valley

www.hudsonvalleyatlas.org is a collection of literature, resources, news sites, and data for/about the Hudson Valley.

Eastern Ohio River Valley

LOOKING IN ON JOHNSTOWN'S WAY OUT is an article from Landscape Architecture magazine describing a 2019 GSAPP workshop on the Green New Deal for Western Pennsylvania

Green New Deal for Western Pennsylvania is a story map that describes the findings from this workshop.

Climate Crisis

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David Wallace-Wells, *The Uninhabitable Earth: Life After Warming*, Tim Duggan Books; 1st Edition February 19, 2019

Carbon Brief is a UK-based website covering climate policy, science and energy policy.

For a collection of essays, articles and resources about the *Green New Deal* , visit the Green New Deal Superstudio website

Racial Justice

Black Landscapes Matter
https://worldlandscapearchitect.com/black-landscapes-matter-by-kofi-boone/#.X8QrO6pKjlw
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Complete List of books, links articles and resources on Colloquate
https://colloqate.org/resources

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Pierre Bélanger, *Landscape as Infrastructure: A Base Primer*, Routledge; 1 edition (December 7, 2016)

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PODCASTS

Green Dreamer "is a podcast and multimedia journal **for those who are yearning to live lives of vitality and fulfillment and who are dreaming of a thriving planet to call home.**"

A Matter of Degrees, is a podcast by Leah Stokes and Katherine Wilkinson for "**the climate-curious people** who know climate change is a problem, but are trying to figure out how to tackle it.

The Energy Gang, A weekly digest on energy, cleantech and the environment.

Columbia Energy Exchange "features in-depth conversations with the world's top energy and climate leaders from government, business, academia and civil society"

99% Invisible is about all the thought that goes into **things we don't notice**.

Ecologist Connor Stedman talks about carbon farming in this episode of Peak Prosperity.

"Redlining and Climate Change – A Deadly Combination"
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