

SPATIAL + REGIONAL REPRESENTATION

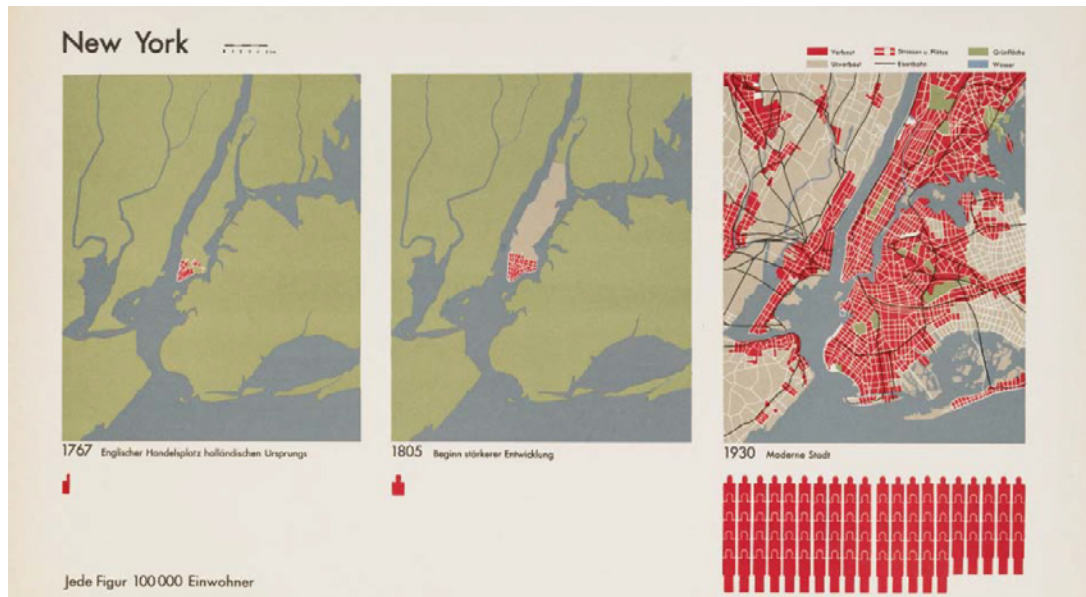
LAAR 61601/ARCH 51412

August 10-21, 2015

Monday-Fridays 10am-5pm*, RM 127

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Otto Neurath's Atlas "Society and Economy", 1930

PROJECT DESCRIPTION

Spatial and Regional Representation is an intensive, 3 credit summer course. As an initial introduction to visual communication and spatial graphics, it is offered for entering Masters students in Landscape Architecture and Urban Design with no prior design experience. It thus supports the overarching mission of landscape architecture and urban design (to prepare students to design environmentally and socially vibrant landscapes for/spaces within twenty-first century cities) by giving students the spatial and digital tools to document, describe, and present a visual/verbal thesis on an urban site.

As a lab-based, technical course, it emphasizes digital skill acquisition and the development of a critical, inquisitive approach to spatial observation and visual communication. Students will demonstrate their retention of lectures, software lessons, and site-based exercises by completing a series of cumulative, graphic assignments. By the end of the course, students will have each created a refined, site-documentation board(s). Schematically speaking the course will introduce:

- the conventions associated with geographic, urban, and landscape drawings as well as engage students in precedent/visual research (maps, plans, sections, diagrams, perspectives, axonometrics)
- the graphic structures necessary for visual communication (line, color, massing hierarchies, layout grids, negative space, font use/formatting, gestalt theory, etc.)
- the appropriate workflows for creating drawings - both drafting and rendering - between common digital software (AutoCAD, Adobe Illustrator, Photoshop, InDesign, and various geographic/open-source interfaces)
- the photographic tools to begin analyzing sites, estimating spaces, and creatively capturing material systems/intensities (photo annotation/manipulation, standardize urban/human measures)

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Just as the larger landscape program focuses on the integration of anthropogenic and ecological forces, tapping New York City as an urban lab and prototypical site for socially just designs, this representation course reaches beyond the computer screen to emphasize how space and matter are constructed: corporeally experienced, digitally crafted, and culturally communicated. Moving back and forth, in medium and types of measure/analysis, students are taught to see spatial representations not as the result of mere software packages but rather as generative arguments; translations and transformations that give presence to selective, sited, social, and material systems.

The two-week project that students will take on is to develop a conceptual design for a plaza extension in St. Nicholas Park, stretching from the 135th st B/C entrances to the City College Stairs. Using diagrams, collage manifestos, and interactive plan and section development, they will propose new facilities for use by the neighborhood, college, and B/C commuters. Potential programs include: picnic or food amenities, performance or music support, water features or passive water play, integrated skating or other hillside recreation, and/or an expanded range of seating, lounging, etc. to both accommodate increased social and community gatherings while integrating topographically and visually into the existing park fabric.

METHODOLOGY

This course is based on a lab method. In class, instruction will be provided through lectures, field and digital exercises introducing specific digital drawing programs and techniques. Students will be expected to participate in class exercises, complete readings, and, independently, complete a series of creative, graphic assignments to develop their digital representation skills. Public feedback on assignments, through peer and group critique, will occur daily. At these reviews, students will present their work both visually (in two dimensions) and verbally in order to generate a discussion of the ideas present in the work. Requirements for each of the assignments will be distributed in class and available on the website.

We will be using Google Drive and Pinterest. Please sign up for an account (free) and familiarize yourself.

SOFTWARE

The majority of class time will be spent at the computer, learning the basics of:

Adobe Illustrator + InDesign + Photoshop + AutoCAD (+ a little GIS)

In addition to these core tools, students will gain experience with:

point&shoot digital cameras + scanners + pinterest + googledrive

All students are expected to either utilize the school computer labs or install the core programs on their computers. (YES. THERE WILL BE DIGITAL HOMEWORK TO BE DONE OUTSIDE OF CLASS! BE PREPARED!) Students are also expected to come prepared. A list of tools will be circulated prior to class.

SCHEDULE / GENERAL OVERVIEW

| | | |
|---------------|---------------------|--|
| Phs 1: | wk1: M-W | Geo Graphics: Intro to graphic composition & digital drawing, in Adobe Suite, producing diagrammatic maps & collage manifestos |
| Phs 2: | wk1: Th wk2: M-T | Terraced Territories: Intro to drafting & design, with GIS, CAD & sketching, producing site plans & sections |
| Phs 3: | wk2: W-Th | Fabulated Places: Intro to composite, rendered drawing & narratively rich boards, utilizing all the above tools |
| Final Review: | wk2: F* | Internal Review |

*NOTE:

The second Friday (8/21), attendance is mandatory for Final Review from 10am-1pm.

SPATIAL + REGIONAL REPRESENTATION 3

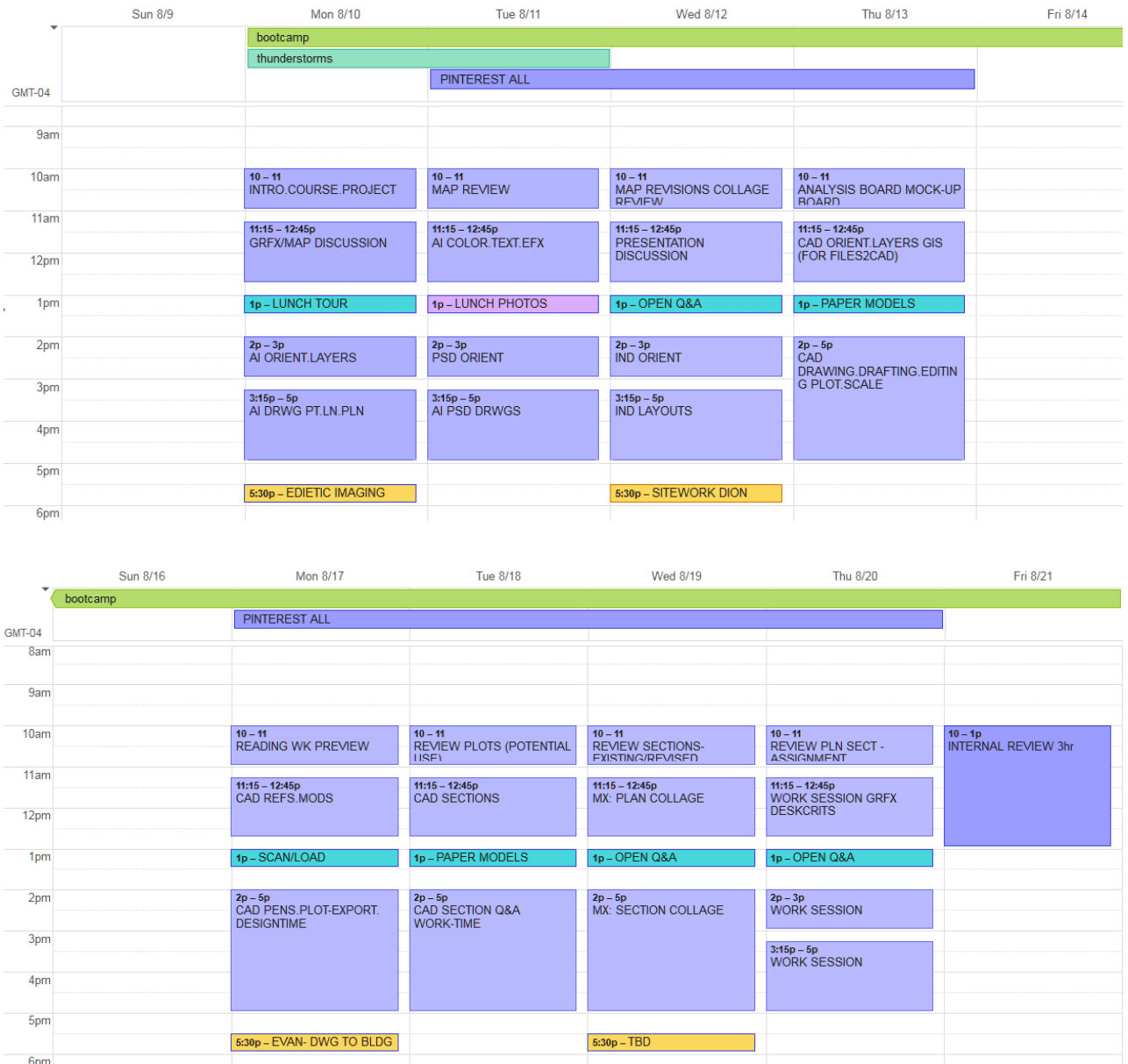
GRADING BREAKDOWN

Grading for the class will be determined according to the following criteria:

| | |
|---------------------------|-----|
| PARTICIPATION & PINTEREST | 10% |
| DRAWING ASSIGNMENTS | 80% |
| READING SUMMARIES | 10% |

CLASS BY CLASS COURSE SCHEDULE (VISUAL LAYOUT)

- regular schedule [blocks of computer lab time]
- readings to be done outside of class [recommended to be done before nightly drawings]
- site work exercises to be done as a class
- optional lunchtime demos [attendance not required]



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CLASS BY CLASS COURSE SCHEDULE (TEXTUAL LAYOUT)

GEO GRAPHICS, DRAWING WITH CONCEPTUAL, DIAGRAMMATIC CLARITY

M am 08.10

COURSE INTRODUCTION + Project Introduction
Introduction to Graphic & Geographic Communication

Lunch Assignment: Pinterest Account registration + sharing, Park Explorations

M pm 08.10

ADOBE ILLUSTRATOR orientation + basic drawing + export/file-type options
Assignment 1 : geo Graphics : greyscale diagram maps (iterations of complexity),
also, brainstorm a list of potential programs or activities to be added to St. Nick hillside

Reading 1: Eidetic Operations & New Landscapes, excerpts (50 word summary)
Pinterest 1: pin 10 vector-based arch/landscape/planning maps w/ tags

Resources:

Lupton, *The New Basics*, general graphic reference
Cantrell & Michaels, Chp 4-5 for orientation, Chp 10-11 for AI linework

T am 08.11

ADOBE ILLUSTRATOR: color theory + font hierarchies + effects
Assignment 1b : geo Graphics : diagram edits a) color + anno + keys
(Add standard info and features that support your intervention)

Lunch Photos of St. Nick (for collage work)

T pm 08.11

ADOBE PSD orientation + basic masking/trimming/exposure edits + ai/psd use
Assignment 2: geo Graphics : manifesto (map/text + web/own photos of activity)

Pinterest 2: pin 5 photorealistic & 5 conceptual collages w/ tags

Resources:

Lupton, *The New Basics*, color & text references
Cantrell & Michaels, Chp 14-15 for symbols & text, Chp 6-7 for photomerging & edits

W am 08.12

AGGREGATE LAYOUTS: boards + portfolios + presentations (IND vs. AI)
Assignment 3a : geo Graphics : analytic deconstruction (components, layout, pallet, fonts)

Lunch (option): Q & A

W pm 08.12

ADOBE IND orientation + basic linking/editing + ai/psd/word integration
Assignment 3b : geo Graphics : tabloid (tiled) mock-up (booklet for project)

Reading 2: (on collecting-tbd) (50 word summary)

Pinterest 3: pin 5 competition boards w/ tags & 5 portfolio pages w/ tags

Resources:

Lupton, *Text*, columns & grid layout references
InDesign Tutorial

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TERRACED TERRITORIES, MEASURED DRAFTING + PLANS + SECTIONS

Th am 08.13

GIS: finding, projecting, converting site information for CAD bases

Assignment 4a : Terraced Territories: NYC opendata - find/reproject/incorporate St. Nick elements

Lunch (option): 2.5 D presentations w/ die-cutting

Th pm 08.13

AUTOCAD orientation + imports + references + basic paperspace/plotting

Assignment 4b : Terraced Territories: create google underlay & trace planting around 135th hillside, plot a plan of this space at scale on 11 x 17 (tbd) and sketch 3 different plan ideas for program/plaza expansion on the hillside (weekend trace-paper work)

Pinterest 4: pin 5 NYC opendata based images + 5 program sketches w/ tags

Resources:

AutoCAD users manual, The User interface, Start & Save, Organize Layouts, Share Data, Create and Modify Objects (see also reference sheets)

Landscape Graphic Standards, reference size for paths, program features, etc.

Cantrell & Michaels, Chp 4 process review

M am 08.17

AUTOCAD layer organization + drawing + modifications

Assignment 5a : Terraced Territories: prep underlays (trace designs) for tracing + confirm organization of layers/naming of file components

Lunch (option): Digital Scanning

M pm 08.17

AUTOCAD pens/color use + exporting for ai/psd vs. construction + design work session

Assignment 5b : Terraced Territories: draft 1 of your designs with good layer management, incorporate at least four standard elements from Graphic Standard to demonstrate understanding of scale, plot pdf of your chosen intervention, use pen colors for line hierarchy

Reading 3: Robin Evans, excerpts (50 word summary)

Pinterest 5: pin 5 plans editorial/conceptual + 5 plans 'realist' rendered w/tags

Resources:

AutoCAD users manual, see above, plot & publish

Landscape Graphic Standards, reference size for paths, program features, etc.

T am 08.18

AUTOCAD layer organization + developing site sections

Assignment 6a : Terraced Territories: begin developing existing section-elevation from St. Nicholas Ave (bottom) to St. Nicholas Terrace (top)

Lunch (option): Extra Site time to capture section-elevation photos

T pm 08.18

AUTOCAD section construction & plan alteration work-time

Assignment 6b : Terraced Territories: a) develop your altered section-elevation that incorporates any new plaza and program areas from your design b) use any discoveries from working in section to revise your design plan (and altered section-elevation), plot both to pdf and remember to add lines (for rendering tree placement) and 6' figures to maintain a sense of scale

Pinterest 5: pin 5 sections tactile/photo rendered + 5 sections diagrammatic w/tags

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Resources:

Landscape Graphic Standards, reference size for paths, slopes
Cross Section Handout (drawing concept, not cad specific)

FABULATED PLACES, RENDERED DRAWINGS + PROJECTED WORLDS

W am 08.19

COMPOSITE PROCESS: plan articulation workflow w/ CAD, AI (PSD)

Assignment 7a : Fabulated Places : rough rendered plan with key, labels, and intervention area highlighted (50%)

Lunch (option): open Q & A

W pm 08.19

COMPOSITE PROCESS: section articulation w/ CAD, AI, PSD

Assignment 7b: Fabulated Places : create two rough rendered section-elevations, one of the whole section-elevation with general program labels and AI icons, one of a select area that allows for textured planting or program details with PSD clippings (50%)

Reading 4: Stephanie Carlisle, Nick Pevsner, The Functional Ground (50 word summary)

Pinterest 6: pin 5 precedents each for your plan and section styling choices w/ tags

Resources:

Cantrell & Michaels, Chp 18-21, Chp 24 (psd vs. ai workflow in class)

Th am 08.20

TECHNIQUE + CONVENTIONS REVIEW

Assignment 8a : Fabulated Places : revise layout from first week, 3b, for final drawings

Lunch (option): open Q & A

Th pm 08.20

WORKING SESSION + DESK CRITS

Assignment 8b : Fabulated Places : finalize drawings (80%) and insert into layout, print layouts for final review

F 08.21

FINAL REVIEW (10-1PM ONLY)

Attendance + Drawings required

Digital submission of each assignment must be on google-drive for grading

GRADING CRITERIA: WORK WILL BE GRADED BASED ON THE FOLLOWING:

Completeness: Instructions carried out in detail

Technical Skills and Attention to Detail: Assignments executed with the appropriate method and knowledge of technique? Student shows proficiency in the various media skills?

Accuracy and Presentation: Assignments completed with precision and presented professionally?

Effort and Concept: Student iterates through multiple drafts and shows evidence of experimentation and improvement during the assignments? Concepts are clearly articulated and well developed. On a broader scale, student shows consistent effort and improvement over the course of the semester.

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Incompletes: There will be no Incomplete given for a course except for a documented medical excuse at the discretion of the instructor. You are required to attend all classes and be present in the classroom during the allocated times.

Attendance and timely submission of assignments: More than two unexcused absences in a course will result in a failing grade (two absences is equal to over 13% of total class time). Due to the nature of reviews, late assignments will not be reviewed for a grade. Each student must turn in what is completed or receive a failing grade for the particular assignment.

!!! WE START ON TIME, PLEASE BE IN CLASS AND READY TO DISCUSS AT 10am !!!

Students who are not in class and ready to participate at 10:05 will be marked late. Three lates will equal an unexcused absence.

GRADING STANDARDS CONFORMS TO CCNY 2008-2010 GRAD BULLETIN:

| Grade | Explanation (refers to class performance) | Quality Points |
|-------|---|----------------|
| A+ | Rare, near perfect achievement | 4.00 |
| A | Exceptional | 4.00 |
| A- | Excellent | 3.70 |
| B+ | High caliber | 3.30 |
| B | Satisfactory | 3.00 |
| B- | Below average | 2.70 |
| C+ | Not satisfactory | 2.30 |
| C | Poor | 2.00 |
| F | Course failure | 0.00 |

EDUCATIONAL GOALS

Spatial and Regional Representation, as the initial design representation course, initiates students into a critical awareness of spatial inhabitation, perceptual and material intensities, scalar thresholds, and digital, graphic communication.

Educational goals in this course include the development of the following list of skills and concepts:

- **Visual Literary**
- **Critical Thinking**
- **Software Facility (AutoCAD, Adobe Illustrator, InDesign, and Photoshop, CCNY lab procedures)**
- **Visual communication**

LEARNING OBJECTIVES

The learning objectives of Spatial and Regional Representation are developed from the above educational goals, and include the following actions and activities through which these specific skills and concepts are conveyed to the student.

VISUAL LITERACY is developed through through analytic engagement with precedents, site circumstances, and peer work, including annotation, framing, selective editing, and group review of competition boards, site photographs and surveys, lecture samples, and daily assignments.

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CRITICAL THINKING is enhanced through the development and recursive revision of both analog/digital graphics and verbal presentation to cultivate precise yet abstract thinking, thoughtful editorial choices, the intelligent establishment of visual arguments and consistent, cohesive graphic structures.

SOFTWARE FACILITY is developed through cumulative lessons and exercises, building from singular program use to a final project incorporating manual site surveys, annotated collage documentation, drafting, and renderings across AutoCAD, Adobe Illustrator, InDesign, and Photoshop, utilizing best practices file management and standard lab printing procedures.

VISUAL COMMUNICATION is enhanced through the critical use of the tools of representation, including drawing (digital and manual) and the layout of boards, drawings, and digital presentations.

USEFUL REFERENCES

SOFTWARE (LINKS)

AutoCAD 2015 (on lab computers),

free educational pc version here: <http://www.autodesk.com/education/free-software/autocad>

free educational mac version here: <http://www.autodesk.com/education/free-software/autocad-for-mac>

Adobe Suite CS6 (Illustrator, Photoshop, InDesign) (on lab computers),

educational versions / trial here (subscriptions): <http://www.adobe.com/creativecloud/buy/students.html>

ArcMap 10.2 (on lab computers),

student versions (annual license) will be available during the semester

MATERIALS LIST

- sketchbook for notes, doodles
- trace (18") for overlay drawing
- a flash drive (8G or so) for incidental file transfers
- your smartphone for photos
- min. 1G of space in your google drive to facilitate file transfers
- your CUNYFirst EMPLID for access to lab computer accounts
- cost of tabloid printing in lab
- enthusiasm

READINGS (LINKS)

copies on google drive: <http://bit.ly/1lqce8G>

Stephanie Carlisle and Nicholas Pevzner, "The Performative Ground" in Scenario 2. <http://scenariojournal.com/article/the-performative-ground/>

James Corner, "Eidetic Operations and New Landscapes" in *Recovering Landscape* (New York: Princeton Architectural Press, 1999) 153-170.

Robin Evans, "Translations from Drawing to Building" in *Translations from Drawing to Building* (Cambridge: MIT Press, 1997) 153-188.

ADDITIONAL REFERENCES

copies on google drive: <http://bit.ly/1SPCVhn>

AutoCAD users manual (2013)

Bradley Cantrell and Wes Michaels, *Digital Drawing for Landscape Architecture* (New York: Wiley, 2014).

Ellen Lupton and Jennifer Phillips, *Graphic Design The New Basics* (New York: Princeton Architectural Press, 2008).

Ellen Lupton, *Thinking with Type* (New York: Princeton Architectural Press, 2004/10).

and

Miscellaneous Software 'Cheatsheets'.