

A photograph of several young children playing on a blue speckled floor. The floor is enclosed by yellow railings. The children are engaged in various activities, including crawling, sitting, and standing. The background shows a concrete structure with a white wall and a doorway.

STRUCTURES OF CARE

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**ADVANCED V STUDIO
COLUMBIA GSAPP
FALL 2019**

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Advanced V Studio / Fall 2019
Columbia GSAPP
Instructor: Bryony Roberts

INTRODUCTION

As part of the GSAPP teaching project “Public Works for a Green New Deal,” this studio addresses the social justice dimensions of the Green New Deal proposal, focusing on the connection between social and environmental sustainability. The framework for the studio is the “ethics of care,” a position cultivated by social justice activists and eco-feminists to promote methods of sustaining complex human and ecological systems. Developing situated, relational, and systemic approaches to design, the studio explores how the ethics of care can inspire alternative social, spatial, and environmental futures.

To explore the multifaceted issues of care, the studio focuses on childcare. The lack of affordable childcare in the US is a social-justice issue that places disproportionate burdens on women, immigrants, and low-income families. Reliable, high-quality, universal childcare would help families of all economic backgrounds reach economic stability, would provide equal access to educational opportunities, and would create more stable employment for care providers.

Exploring childcare as an architectural and urban issue, the studio learns from past architectural experiments to design a new building for a childcare center. The architecture of childcare not only addresses pragmatic questions but also expresses ideas about childhood, kinship, labor, class, and land management. Tackling these questions, the studio will propose speculative visions for a new childcare building that is connected to a sustainable model of land management - a Community Land Trust - that involves collective ownership of land to support affordable community services.

The studio dovetails with the growing Community Land Trust movement in New York City and will develop its proposals in conversation with Chhaya CDC, a South-Asian community organization in Jackson Heights, Queens. As one of the most diverse and international communities in the U.S. - with over 50% of its population foreign-born - Jackson Heights is a microcosm of New York City and its challenges of gentrification and affordability. The Chhaya CDC is using the Community Land Trust model to ensure affordable spaces for local businesses and social services in Jackson Heights as it gentrifies, and students will propose methods of integrating a childcare and community facility into the busy commercial streets of Jackson Heights.

Responding to contemporary conversations about social and environmental sustainability as well as histories of designing for children, the studio will develop playful, imaginative visions for a new childcare facility in Jackson Heights, Queens.



GREEN NEW DEAL

The Green New Deal, or House Resolution 109 and Senate Resolution 59, is a bold proposal for action put forward by Rep. Alexandria Ocasio-Cortez and Sen. Ed Markey on February 7, 2019. Inspired by the social programs of the New Deal in the 1930s, the proposal calls for government investment in national infrastructure and social services, emphasizing green energy and green jobs. But beyond technological solutions, the proposal emphasizes the importance of equal access to education, health care, and employment to create a more sustainable society.

Through the lens of childcare, students will address several of the themes laid out in the Green New Deal, including:

- establishing millions of high-wage jobs and ensuring economic security for all
- promoting justice and equality
- upgrading all existing buildings and constructing new buildings to achieve maximum energy and water efficiency
- providing higher education, high-quality health care, and affordable, safe, and adequate housing to all



PROGRAM: Childcare Facility

In New York City, the extreme differences in access to childcare are particularly apparent. While New York City is ahead of the curve in offering subsidized programs for children under five years old, including EarlyLearn NYC and universal Pre-K, the offerings are far from offering universal childcare. Instead, working families often create patchwork systems of extended family support and enrollment in private nurseries or nannies, at \$25,000/year and up. The informal economy of nannies and nurseries in private homes disproportionately shifts the responsibility of childcare to women, immigrants, and disadvantaged populations without job security or benefits. In addition, the lack of quality childcare produces unequal access for children at key stages of emotional and cognitive development.

A better system is needed to support children, working families, and care providers. The studio learns from contemporary debates about universal childcare, such as Elizabeth Warren's Universal Childcare proposal, to imagine a near-future scenario in which universal childcare is available in New York City.



SITE: Chhaya CDC Community Land Trust, Jackson Heights, Queens

There is a growing movement to establish Community Land Trusts (CLTs) in New York City. CLTs offer an alternative ownership structure whereby local residents and stakeholders acquire land and manage it collectively, keeping costs down to enable affordable housing and community services.

Chhaya CDC is an organization currently establishing a Community Land Trust in Jackson Heights, Queens. In one of the most diverse neighborhoods in the U.S., Chhaya represents the interests of South Asian residents and works to support both the residents and small businesses of the neighborhood. Choosing among the sites that Chhaya CDC is considering for their CLT, Students will select a site in Jackson Heights for their childcare facility. They will develop proposals for how childcare will be integrated into the existing activity of the site and connected with existing housing.

Chhaya CDC
<http://chhayacdc.org/>

Interview of Seema Agnani
Executive Director, Chhaya Community Development Corporation
<https://community-wealth.org/sites/clone.community-wealth.org/files/interview-agnani.pdf>

Hester Street's proposal for South Asian Community Home
https://hesterstreet.org/wp-content/uploads/2017/07/Chhaya_2013.pdf



CASE STUDIES: Childcare Precedents

As inspiration for their projects, students will gather images and drawings of modern and contemporary buildings designed for children. Students will then select one case study that they reinvent through a series of drawings. Case studies will be examined for how their spatial organizations manifest different ideas about childhood, learning, kinship, labor, and care.

Tactile Playscapes

- Playville by NITAPROW, Thailand, 2018
- Cloud Garden Nursery, Junya Ishigami, 2015
- Hazelwood School by Gordon Murray + Alan Dunlop Architects Glasgow, Scotland, 2007
- Kindergarten at L'Unite d'Habitation, Le Corbusier, 1952

Philosophies of Learning

- Drøbak Montessori School by Powerhouse/Snohetta, Norway, 2018
- Edible Schoolyard by WORKac, New York, U.S., 2014
- Montessori school Delft by Herman Hertzberger, Netherlands, 1960-66

Connection with Community Programming

- Les Cordeliers Community Center and Nursery by Ateliers O-S architectes, France, 2019
- Ku.Be House of Culture in Movement, MVRDV + ADEPT, 2016

Connection with Home

- Clover House by MAD Architects, Japan, 2016
- Prästgårdshagen, Stockholm, Sweden, 1983

Multiple Age Groups Combined

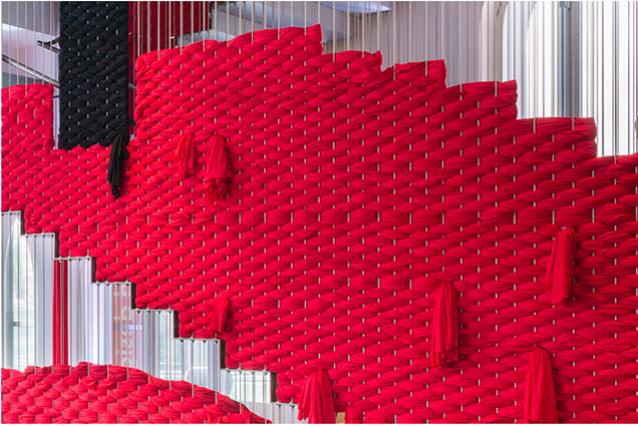
- Galaxen Day-Care Center by Kullegaard, Denmark, 2016
- Camperdown Childcare by CO-AP, Sydney, 2014

Integration with Landscape

- Fuji Kindergarten, Tezuka Architects, 2017
- Hokusui Nursery School, Yamazaki Kentaro Design Workshop, 2016
- D1 Kindergarten by HIBINOSEKKEI + Youji no Shiro, Japan, 2015
- Råå Day Care Center by Dorte Mandrup Arkitekter, Sweden, 2013

Privacy

- Nová Ruda kindergarten, Petr Stolin Architekt, 2019



CASE STUDIES: Material Precedents

Students will explore the material possibilities of designing spaces for children, with particular emphasis on heightened sensory experiences and sustainable, non-toxic materials. The material precedents introduce students to projects that use repurposed or renewable materials to create highly tactile and immersive environments.

Students select one precedent from the list below and find another one of their choice that also combines playful tactility and sustainable, non-toxic materials.

- Alexander Marinus, Hey Jute, Studio City Gate, 2019
- Kengo Kuma, Nanchang Nanchang, 2013
- Orly Genger, Hurlyburly, 2016
- Sarah Zapata, "If I Could," at Deli Gallery, New York, 2018
- Tanya Aguiniga, Craft and Care exhibition, MAD Museum, 2018
- CODA, Party Wall, 2013

- Assemble, Brutalist Playground, 2015
- Sheila Hicks, Escalade Beyond Chromatic Lands, 2017
- Liz Collins, Knitting Nation 15: Weaving Walls, 2016
- Harmony Hammond, Hunkertime, 1979-80
- Claire Zeisler, Coil Series III, 1978

SCHEDULE

Week 1 - Introduction

Thursday, Sept 5 - Introduction - Meet in 504 Avery

"Inspiration Gathering" begins, due on Monday, Sept 9:

- Readings - review required readings and videos
- Childcare case studies - find images of 1 plan, 1 elevation or section, 2 views each for 2 case studies, print on 8.5x11"
- Material case studies - find 2 images of 1 material case study from the list provided, and 2 images of another case study of your choosing, print on 8.5x11"
- Projective image - make one speculative image - digital collage, drawing, or rendering, 8.5x11"

Week 2 - Case Studies

Monday, Sept 9 - Presentation of Inspiration Gathering and reading discussion - 504 Avery

"Case Study Redux" begins, due on Monday, Sept 16:

- Choose 1 childcare case study and 1 material case study.
- Imagine remaking the childcare case study using your material case study.
- Produce 1 plan on 11x17", 1 section on 11x17", and 1 model of a wall section at 1:1/2" or 1:1"

Thursday, Sept 12 - Site visit

Friday, Sept 13 - 9:30am - "Designing a Green New Deal" Conference at UPenn

Week 3 - Site Analysis

Monday, Sept 16 - Pinup of Case Study Redux - 412 Avery

"Site analysis" begins, due on Thursday, Sept 26

Thursday, Sept 19 - Desk crits

Week 4 - Site / Concept Design

Monday, Sept 23 - Desk crits

Thursday, Sept 26 - Pinup of Site Analysis - 504 Avery

"Concept Design" begins, due on Monday, October 7

Friday, Sept 27 - 3pm - Green New Deal event at GSAPP

Week 5 - Concept Design

Monday, Sept 30 - Desk crits - Five studies for concept design - drawings and sketch models

Thursday, Oct 3 - Desk crits - Three studies for concept design - drawings and sketch models

Week 6 - Concept Design

Monday, Oct 7 - Presentation of Concept Design - 504 Avery

Thursday, Oct 10 - Refining Concept Design

Week 7 - Schematic Design

Monday, Oct 14 - Desk crits - Schematic Design - Guest speaker: Avni Jariwala

Thursday, Oct 17 - Desk crits - Draft presentation of Midreview materials - 504 Avery

SCHEDULE (Continued)

Week 8 - Midreview Week

Monday, Oct 21 - Desk crits - Representation

Thursday, Oct 24 - 1:30pm - Midreview - Ware Lounge

Week 9 - Design Development

Monday, Oct 28 - Revisions after Midreview

Thursday, Oct 31 - Design Development

Week 10 - Design Development

Monday, Nov 4 - No class - Holiday

Thursday, Nov 1 - Desk crits - Design Development

Week 11 - Interim Review Week

Monday, Nov 5 - Desk crits - Design Development

Thursday, Nov 7 - Interim Review - 504 and 505 Avery

Week 12 - Supercrit Week

Monday, Nov 11 - Desk crits - Revisions after Interim Review

Thursday, Nov 14 - Representation

Friday, Nov 15 - Advanced V Supercrit

Week 13 - Final Production

Monday, Nov 18 - Desk crits - Representation

Thursday, Nov 21 - Desk crits - Representation

Friday, Nov 22 - Green New Deal Supercrit

Week 14 - Final Production

Monday, Nov 25 - **Draft of Final Review presentation - 504 and 505 Avery**

Thursday, Nov 28 - Thanksgiving break

Week 15 - Final Production

Monday, Dec 2 - Desk crits - Revisions to drawings, models, verbal presentations

Thursday, Dec 5 - Desk crits - Revisions to drawings, models, verbal presentations

Week 16 - Final Review

Wednesday, Dec 11 - **Final Review - 2pm, Ware Lounge**

RESOURCES

Required Readings

Vox introduction to the Green New Deal (7 minute video)
<https://www.vox.com/videos/2019/6/12/18653754/green-new-deal-video>

House Resolution 109 - The Green New Deal
<https://www.congress.gov/116/bills/hres109/BILLS-116hres109ih.pdf>

The Architecture Lobby's Statement on the Green New Deal
<http://architecture-lobby.org/project/t-a-l-statement-on-the-green-new-deal/>

Krasny, Elke. "Architecture and Care." In *Critical Care: Architecture for a Broken Planet*, edited by Angelika Fitz and Elke Krasny, 33-41. Cambridge, Mass: the MIT Press, 2019.

Hayden, Dolores. "What Would A Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work." In *Gender, Space, Architecture*, edited by Jane Rendell, Barbara Penner and Iain Borden, 266-281. London: Routledge, 2000.

New York City Community Land Initiative
<https://nyccli.org/>

Optional Readings

Green New Deal

Vox introduction to the Green New Deal (7 minute video)
<https://www.vox.com/videos/2019/6/12/18653754/green-new-deal-video>

The Architecture Lobby's annotated resolution
<https://drive.google.com/file/d/1Sa1zIFpwEVLY96LM8cqkOAIETF9RIC2m/view>

The Architecture Lobby's Statement on the Green New Deal
<http://architecture-lobby.org/project/t-a-l-statement-on-the-green-new-deal/>

Ezra Klein interviewing Varshini Prakash of the Sunrise Movement
<https://www.stitcher.com/podcast/the-ezra-klein-show/e/62862256?autoplay=true>

A Green New Deal For Housing by Daniel Aldana Cohen
<https://jacobinmag.com/2019/02/green-new-deal-housing-ocasio-cortez-climate>

Design and the Green New Deal by Billy Fleming
<https://placesjournal.org/article/design-and-the-green-new-deal/>

Living, Not Just Surviving by Alyssa Battistoni
<https://jacobinmag.com/2017/08/living-not-just-surviving/>

Just Transitions/Design for Transition by Damian White
https://www.researchgate.net/publication/331953397_Just_TransitionsDesign_for_Transitions_Preliminary_Notes_on_a_Design_Politics_for_a_Green_New_Deal

Let Them Drown by Naomi Klein (audio option available)
<https://www.lrb.co.uk/v38/n11/naomi-klein/let-them-drown>

Climate Leviathan by Joel Wainwright and Geoff Mann
<https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/4/45440/files/2017/04/Wainwright-Mann-2013-Climate-Leviathan-oqsyppw.pdf>

With A Green New Deal, Here's What the World Could Look Like for the Next Generation by Kate Aronoff
<https://theintercept.com/2018/12/05/green-new-deal-proposal-impacts/>

Contemporary debates on childcare

Elizabeth Warren's Universal Childcare and its critics

<https://medium.com/@teamwarren/my-plan-for-universal-child-care-762535e6c20a>

<https://www.vox.com/policy-and-politics/2019/2/22/18234606/warren-child-care-universal-2020>

<https://www.theatlantic.com/ideas/archive/2019/02/elizabeth-warrens-misguided-call-for-federal-childcare/583615/>

Spatial planning and childcare

Hayden, Dolores. *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighborhoods, and Cities*. Cambridge, Mass: MIT Press, 1981.

Hayden, Dolores. *Redesigning the American Dream: The Future of Housing, Work, and Family Life*. New York: W.W. Norton, 1984.

Hayden, Dolores. "What Would A Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work." In *Gender, Space, Architecture*, edited by Jane Rendell, Barbara Penner and Iain Borden, 266-281. London: Routledge, 2000.

Ethel Baraona Pohl, Anna Puigjaner, César Reyes Nájera, "Blurring the Kitchen Work Triangle" in Vol. 33 *Interiors*.

Ethics of Care

Krasny, Elke. "Architecture and Care." In *Critical Care: Architecture for a Broken Planet*, edited by Angelika Fitz and Elke Krasny, 33-41. Cambridge, Mass: the MIT Press, 2019.

Gilligan, Carol. *In a different voice: psychological theory and women's development*. Cambridge, Mass: Harvard University Press, 1982.

Haraway, Donna. "A Cyborg Manifesto: Science, Technology, and Socialist Feminism in the Late Twentieth Century," in *Simians, Cyborgs and Women: The Reinvention of Nature* (New York; Routledge, 1991), pp.149-181

O'Brien, Ruth. "Other Voices at the Workplace: Gender, Disability, and an Alternative Ethic of Care." *Signs*, Vol. 30, No. 2 (Winter 2005), pp. 1529-1555 – excerpt page 1533-1536

Parrenas, Rhacel Salazar. *Servants of Globalization: Women, Migration, and Domestic Work*. Palo Alto: Stanford University Press, 2001.

Tronto, Joan. "Beyond Gender Difference to a Theory of Care." *Signs*, Vol. 12, No. 4, Within and Without: Women, Gender, and Theory (Summer, 1987), pp. 644-663.

Tronto, Joan. "Caring Architecture." In *Critical Care: Architecture for a Broken Planet*, edited by Angelika Fitz and Elke Krasny, 26-31. Cambridge, Mass: the MIT Press, 2019.

Tronto, Joan C. *Moral Boundaries: A Political Argument for an Ethic of Care*, New York: Routledge, 1993, 61-156.

Community Land Trusts in New York City

New York City Community Land Initiative

<https://nyccli.org/>

Community land trusts score crucial funds in city budget

<https://ny.curbed.com/2019/6/18/18682466/nyc-community-land-trusts-funding-city-budget>

Budget Could Boost City's Community Land Trust Movement

<https://citylimits.org/2019/06/03/budget-could-boost-citys-nascent-community-land-trust-movement/>

COURSE INFORMATION

Class meetings: Mondays and Thursdays, 1:30-6:30pm

Contact information for Bryony Roberts: bryony@bryonyroberts.com

Expectations

Students are expected to be independent and to take initiative to find the resources and supplies that they need to complete their work. Students are expected to be active participants in group conversations, to attend all studio meetings, pin-ups, and reviews and to keep up with a rigorous level of production. Students are expected to spend a large portion of their time in the studio working and to be active participants in the collaborative studio environment. Sharing knowledge, techniques, and ideas with your fellow students is incredibly important to your own creative development and to your success in this studio. Students are expected to keep the studio space orderly and clean, and to keep clear a large table and wall space for group meetings and pinups.

Evaluation

The final grade in the course will be given on the basis of:

Attendance and design production for twice-weekly studio meetings: 40%

Assignments and Midreview presentation: 30%

Final review presentation: 30%

Attendance

Students are expected to be present and working during all studio meetings, which occur twice a week. Students are also expected to be present during all reviews. Absences from studio meetings and reviews will affect the final grade and multiple unexcused absences will result in course failure.

Design Production for Studio Meetings

Students are expected to be self-motivated and ambitious in their design development. During each twice-weekly studio meeting, students will discuss new work on their project. Students are expected to revise their work for each session in response to earlier feedback from their instructors.

Midreview and Final Review

Work presented for both the midreview and the final review will be evaluated for:

Conceptual Clarity: Students should demonstrate proactive engagement with the material and self-motivated intellectual pursuits that enhance their own design ambitions. Students are expected to clearly articulate their ambitions and the intellectual underpinnings of their work.

Technique: Students are expected to execute all assignments with care and precision. Assignments will be evaluated not only on the basis of the ideas, but also to a large degree on the quality of the execution. Students are responsible for planning sufficient time for developing appropriate and thorough representation.

Deadlines

Students must complete assignments by the given deadline. Deadlines and required deliverables are not negotiable. No printing is allowed after the deadline. Deadlines can only be extended in cases of illness or family emergencies, and requests for extensions must be submitted before the deadline in writing, accompanied by a medical certificate when necessary. Keep your active files backed up - loss of data is not an excuse for an incomplete project.