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OFFICE HOURS: By appointment only

INTRODUCTION

From early 2020 to 2022, the entire world experienced a paradigm-changing pandemic due to the onset and spread of the Covid-19 virus. The changes to our way of life, both permanent and temporary, are potentially far-reaching. In this course, we will explore – both from personal experience as well as from established research – the impact of the pandemic on architecture, spatio-cultural dynamics, and the overall built environment. We will narrow the issues into typological compartments: education, commercial, workplace, residential, etc. and attempt both to pin down the immediate short-term effects and to posit future long-term trends in how we think about spaces for living, working, and social interaction. Through research, presentation, and discussion, students will attempt to make sense of these impacts from an architectural viewpoint, and to close the semester with potential design directions and outcomes.

WEEKLY SCHEDULE

(Subject to change, refer to Canvas for updated info)

Week	Date	Class Activities	Assignments
1	Wed 17 Jan	Introductions and first impressions	Start Reflective Journal
	Mon 22 Jan	<i>Last day to add/drop a class</i>	
2	Wed 24 Jan	Discussion: Typologies impacted by the pandemic	Start Research Report
3	Wed 31 Jan	Typology 1: Expert panel and discussion	
4	Wed 7 Feb	Typology 2: Expert panel and discussion	
5	Wed 14 Feb	Typology 3: Expert panel and discussion	
6	Wed 21 Feb	Typology 4: Expert panel and discussion	
7	Wed 28 Feb	Typology 5: Expert panel and discussion	
8	Wed 6 Mar	Final Research Presentations – all typologies	MIDTERM REFLECTIVE JOURNAL DUE – 10 MAR RESEARCH REPORT DUE – 10 MAR
	Wed 13 Mar	<i>Spring Break: No class</i>	
9	Wed 20 Mar	Typology 1 Workshop	Start Speculative Report
10	Wed 27 Mar	Typology 2 Workshop	
11	Wed 3 Apr	Typology 3 Workshop	
12	Wed 10 Apr	Typology 4 Workshop	
13	Wed 17 Apr	Typology 5 Workshop	
14	Wed 24 Apr	Speculative Presentations – all typologies	FINAL REFLECTIVE JOURNAL DUE – 1 MAY SPECULATIVE REPORT DUE – 1 MAY
	Sat 11 May	<i>Final grades uploaded to Banner</i>	

CLASS STRUCTURE AND TEACHING MODE

Classes will be held in one session per week: Wednesdays, 6:00pm to 8:50pm and will meet in Faculty Memorial Hall, Room 307. The teaching will be seminar-based with few lectures and more discussions and workshops. Student engagement and participation is a must and class sessions will involve student-led presentations, discussions, and debates to better understand the problem. Reflection will also be an important component and students will be required to regularly maintain an ongoing reflective learning journal to be submitted at the midterm and end-semester.

At the start of the semester, students will be divided into five workgroups, each representing one broad architectural typology. They will spend the first half of the semester researching how that typology was impacted by the pandemic and subsequent implications thereof. We will spend one class on each typology in which the relevant group will present their initial findings to a panel of experts in that typology for commentary and discussion. At the midterm, all groups will then present and submit their refined research data and documentation.

In the second half of the semester, the same groups will strategize design speculations based on their research, outlining and detailing potential design ideas, strategies, trends, etc. We will spend one class in which the entirety of the class (including students from other groups) will strategize design ideas in a workshop setting. Students of the relevant group will lead the workshops.

COURSE LEARNING OUTCOMES

Students of this course will be expected to fulfill specific learning outcomes that demonstrate measurable knowledge and skills obtained from the course content and activity. The following outcomes are directly tied to course assignments and activities, and will be assessed for the final grade:

- ☐ Engage in group discussion to personally reflect on the impact of the Covid-19 Pandemic on architecture.
- ☐ Conduct research on selected topics based on architectural typologies and display an in-depth understanding of the selected topic parameters and context.
- ☐ Respond critically to the discussion topics, formulate questions, and postulate ideas and alternatives.
- ☐ Use regular reflective writing to refine an individual and personal viewpoint on the different topics discussed in the course.
- ☐ Explore and demonstrate leadership attributes in group work scenarios and contribute towards collaborative learning through participatory research, presentation, and idea generation.
- ☐ Develop and demonstrate empathy and an ethical approach to a diversity of viewpoints, opinions, and impacts of the topics on the discipline of architecture and architectural practice.

NAAB SHARED VALUES CRITERIA

The National Architectural Accrediting Board accredits NJIT's architecture program. The NAAB has Shared Values of the Discipline and the Profession that must be covered by any architectural curriculum to attain their approval. This course satisfies the following shared values:

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

ASSIGNMENTS AND ASSESSMENT

Grade evaluation will be given at mid-semester and end-semester as outlined below. Students will be evaluated on the basis of assignments/projects as well as on engagement. The categories of assessment are as follows:

1. Research Report and Presentation: Each group of students representing a single Typology will prepare a PDF document and slide presentation that outlines and details the research for that architectural typology and how it was impacted by the pandemic. Students must present a summary in-class slide presentation as well as provide a written standalone document/report that contains the details of their research. Students will be expected to include both qualitative and quantitative data and should form conclusions based on information gleaned from literature, observations, interviews, guest speakers, and issues arising from class discussions. All data references must be properly vetted and cited as per university research norms (see section on Referencing later in this syllabus).

2. Speculative Report and Presentation: Each group of students will prepare a PDF document and slide presentation that describes a multipronged speculative design strategy for their typology based on the research. The strategy should be schematic in nature and should be composed of multiple (not just one) possible design directions. Schematic diagrams, drawings, and/or models should be included as well as written descriptions and narratives. The report should address feasibility, timeframe, potential obstacles, cost implications, scaling, regionality, etc.

Note: For both of the above assignments, the report document should not simply be a saved PDF version of the slide presentation. The slide presentation is an image-based summary presented in class while a report is a detailed documentation composed of text *and* images that is submitted online. These are two separate formats of submitting work. The heavier weightage is on the report.

3. Reflective Journal: In addition to the Research and Speculations, each student must also maintain a personal reflective journal on the ideas, thoughts, and opinions that emerge from coursework and class discussions, not just on their own typology but on others. The journal should be maintained on a weekly basis, reflecting on that week's class activity and thoughts arising from it. It is primarily a collection of reflective writings, mostly textual in content but can also include images, sketches, and diagrams. All students will submit their journal in PDF format at midterm as well as endterm for evaluation. The endterm (final) journal should include all journal entries, even from the midterm, but only the second-half entries will be graded.

4. Engagement: Students will also be evaluated on the engagement with the course in two broad categories. First, on participation in class discussions and debates, general attendance and enthusiasm, asking and responding to questions, providing critique to peers, and generally how eagerly you engage with the class, instructor, guest speakers, and each other. Second, you will be evaluated anonymously by your workgroup peers on your equitable contribution to group work, leadership abilities, collaborative skills, etc. Both of these will be assessed at midterm as well as at endterm.

Grading will be weighted as follows, out of total of 100 points:

Assessment category	Type	Format	Midterm Points	Endterm Points	Final Score
1. Research	Group	Report document	20	-	30
	Group	Slide presentation	10	-	
2. Speculation	Group	Report document	-	20	30
	Group	Slide presentation	-	10	
3. Reflective Journal	Individual	Journal document	10	10	20
4. Engagement	Individual	Class Participation	5	5	20
	Peer evaluation	Group Collaboration	5	5	
Total			50	50	100

Grading Scale for Undergraduate Courses

Grade	Scale	Description
A	90-100	Superior
B+	86-89	Excellent
B	80-85	Very Good
C+	76-79	Good
C	70-75	Acceptable
D	60-69	Minimum
F	59 or below	Inadequate
AUD		Audit
I *		Incomplete*
W		Withdrawal
S		Satisfactory
U		Unsatisfactory

* Incomplete is given in rare instances to students who would normally have completed the course work but who could not do so because of special circumstances. It is expected that coursework will be completed during the next regular semester. If this grade is not removed before final grades are due at the end of the next regular semester, a grade of F will be issued.

SUBMISSION AND UPLOAD OF DIGITAL COURSEWORK

Students should upload all coursework in digital PDF format to Canvas at reasonable file sizes (preferably below 10MB). Please login to the course page on Canvas at: canvas.njit.edu/. Additional Instructions for each assignment will be provided on Canvas in advance of the assignment announcement. All other assignments, announcements, resources, documents for the course will be distributed exclusively on Canvas, so be sure to set your notifications accordingly to stay up to date with announcements and changes in the schedule.

Kepler Archiving: Students must upload copies of their assignments to the new KEPLER 5 system found under the KEPLER tab in CANVAS "Modules". CANVAS assignments folders are automatically ported to KEPLER, although students will need to initiate a separate KEPLER upload. The new KEPLER has an improved interface for easier batch uploading. Any file, regardless of file size, or type can be uploaded, although .pdfs and .jpegs are recommended to ensure viewability. KEPLER no longer has individual student folders. Rather, student work is now available for review in either "List View" organized by student or "Gallery View" with thumbnails of all work in an assignment folder viewable at once.

CLASS ABSENCES AND LATE SUBMISSIONS

In general, design education has a built-in approach to students' absenteeism – since the classroom and studio are places to receive feedback and guidance, missing class ultimately works to the detriment of student projects and coursework. This course is no different. Since class time is mostly comprised of discussion and class activities, missing class will directly result in poor quality work. Naturally, there are valid reasons for occasional absences and late or missing work, and students may refer to the [Dean of Students](#) for any absences that may have occurred for valid reasons such as medical issues or University-sanctioned activity, and such absences may be excused provided adequate documentation is provided via the office of the Dean of Students. Factors such as traffic jams, transportation delays, bad weather, and personal issues are *not* valid reasons for excused absences. Such things are generally foreseeable and time allowances can be made. Students are thus expected to make their best effort to attend classes and minimize any factors that are beyond their control. Attendance will be recorded and logged on Canvas.

Elective courses sometimes take a lower priority in architecture school than Studio/Design courses, although this should not be so. Students should be able to balance their Studio work, submissions, reviews, and juries with the work required for elective and other courses. Although the instructor can sometimes make provisions for intense periods of Studio activity, requests to make major changes in

due dates, presentation dates, etc. will not be entertained. Absences or late arrivals due to Studio pinups, reviews, etc. will also not be excused.

The consequence of repeated or recurring absences will be a partial or full deduction of grade points in the Engagement grading category, at the discretion of the instructor. Students may end up receiving zero points for Engagement – even if they are otherwise participating – if repeated absenteeism is observed. So please be mindful and make your best effort to attend every class session.

Punctuality is also critical because, in seminar-type courses, late arrivals can disrupt or disturb the flow of discussion and learning and is especially disrespectful when guest speakers are invited. Therefore two (2) late arrivals beyond a reasonable time (more than 10 minutes late) will count as one (1) absence, and points will be deducted from the grade accordingly.

Finally, if students are running late or expected to be absent, a quick text message to the instructor in advance would be appreciated.

REQUIRED READING AND RESOURCES

There is no required textbook for this course. However, certain resources will be shared on Canvas from time to time, some required and some suggested. These may come in the form of: book excerpts (which will be uploaded), articles, blog entries, research papers, essays, journals, videos, etc. Please check Canvas every week for updated resources, documents, and links. Students are also encouraged to share their own relevant resources on Canvas as and when they find them.

LEARNING AND TEACHING CULTURE POLICY

In addition to the overarching values and ethics of the university, the New Jersey School of Architecture (NJSoA) is dedicated to optimism, diversity and solidarity, professional conduct, constructive evaluation and instruction, collaborative community, health and wellbeing, time management and school-life-work balance, respectful stewardship and space management, and well-rounded enrichment. The pedagogy of architecture and design is as complex as it is rewarding, and as dynamically evolving as the people who learn and teach it. This understanding resides at the core of the NJIT Learning and Teaching Culture Policy: <https://design.njit.edu/learning-and-teaching-culture-policy>.

ACADEMIC INTEGRITY, REFERENCING, AND PLAGIARISM

Academic integrity and honesty are of paramount importance. Cheating and plagiarism will not be tolerated. The NJIT Honor Code will be upheld, and any violations will be brought to the immediate attention of the Dean of Students. All students are responsible for upholding the integrity of NJIT by reporting any violation of academic integrity to the Office of the Dean of Students. The identity of the student filing the report will remain anonymous. All students are expected to adhere to the University Code on Academic Integrity:

<https://www.njit.edu/dos/academic-integrity>

and to the Code of Student Conduct:

<https://www.njit.edu/dos/policies/conductcode/index.php>.

The work for this course is not an academic dissertation; however rules for plagiarism and referencing still apply. There will be zero tolerance for plagiarism in any assignment. If even a small amount of plagiarism is seen, your work will be marked as zero and returned for immediate correction and resubmission followed by an automatic 10% reduction in grade. If the resubmitted work is still found to be plagiarized, then the zero grade will remain for the assignment. Students who wish to refute the claim of plagiarism can make an appeal to the Dean of Students as per the Academic Integrity Policy linked above. This will apply to any other form of cheating, copy, or academic dishonesty. Egregious acts of plagiarism or cheating will be referred to the Dean of Students directly and action taken appropriately, including possible failure of the course, suspension, or expulsion from the University.

In academics, plagiarism is big no-no. If you are unfamiliar with what plagiarism is, and how to avoid it, I suggest you visit the website: <https://plagiarism.org>. Especially read these three important articles:

<https://plagiarism.org/article/what-is-plagiarism>

<https://plagiarism.org/article/plagiarism-facts-and-stats>

<https://plagiarism.org/article/preventing-plagiarism-when-writing>

Anything that you are quoting should be cited (as in-text citation) and included in a bibliography. Even if you haven't directly quoted or cited something, and if you have only generally used a source as a reference, it should still be included in your bibliography. The amount of cited material from other sources should not exceed 10% of the text of your report. The amount of uncited material from other sources should be 0%.

There are a number of ways to do referencing properly, and there are several established standards. For this class, we will use MLA (8th edition). For more details and information about referencing (it can be complex) you can consult this excellent website sponsored by Purdue University Online Writing Lab (OWL), which explains how to do referencing using different standards. You will be able to find out how to reference almost any source (article, book, video, blog, interview, etc.). The Purdue OWL can be found at:

https://owl.purdue.edu/owl/purdue_owl.html.

HCAD librarian Maya Gervits has also assembled excellent resources for students use on using images, citing, and plagiarism:

<https://researchguides.njit.edu/c.php?g=671665&p=4727920>.

Some referencing errors can be overlooked, but we cannot be tolerant of any plagiarism. If you're unsure about how to reference something and are concerned that it might be seen as plagiarism then the simple solution is to just not include it. Write your research report as much as possible in your own words. We don't want to see entire paragraphs, pages, or even sentences copy-pasted from the internet.