

Washington Workshop

(the course also known as “Explore DC, Adore DC”)

ELEC-UF 9101 DC1

Instruction Mode: In-person

Fall 2021

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Washington, DC, please make sure that you have completed the online academic orientation via Brightspace so that you are aware of site-specific support structure, policies and procedures. Please contact dc.academics@nyu.edu if you have trouble accessing the Brightspace site.

Syllabus last updated on August 16, 2021

Lecturer Contact Information

- Victoria Kiechel, Architect and LEED AP; Faculty, Global Environmental Politics Program, School of International Service, American University
- Email: vk37@nyu.edu
- Office hours: by Zoom by appointment on [Fridays](#) and at other times upon request
- Please call me Vicky

Units earned

2 credits

Course Details

- Class meets on selected Tuesdays between 3 to 6 pm, a longer time block that enables our frequent field trips. Please note that as a 2-credit course with a three-hour time block reserved, we will meet on *selected* Tuesdays, and not every Tuesday; kindly consult the Class Schedule.
- All times are Eastern (ET) - US Time Zone (please note that Eastern-US Daylight Savings Time ends on November 7, 2021).
- Location: Room 307 or for embarking on field trips in the NYU DC lobby.
- COVID-related details: In the interest of protecting the NYU Washington, DC community, we are closely following CDC and Washington, DC-specific guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being are our top priorities.
 - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

Course Description

This is an immersion course in soul of the District. We will use many lenses – socio-cultural, ethnographic, historical, political, economic, environmental -- to form perceptions of and guide our actions within this urban place, in this interesting time. We will travel in the District’s various scales of identity, from the local to the global. Field-intensive, experientially-based, taught by an architect and Washington, DC native, the aim of this course is to take participants to a level of understanding far beyond the tourist gaze, enabling attachment to the District as informed and loving actors in its present and future.

Course Objectives

Upon completion of this course, students will be able to:

- Know the origins and evolving character of Washington, DC’s places and people;
- Understand and know how better to feel at home in navigating the interrelationship of culture/s, politics, economy, and ecologies of this place;
- Recognize how the District’s multi-scalar identities -- local, national, and international – can produce future opportunities.

Assessment Components

You are expected to attend class in person. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

This course is graded as PASS/FAIL. Your grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class participation	30%
Three short (blog-length) essays with photographs (due dates listed in the Course Schedule), on themes chosen by you which relate to your experience of Washington, DC as a city	45%
Final collaborative session to choose, collect, and publish (in Canva or similar platform) a selection of your essays and photographs	25%

Vicky’s Teaching and Learning Philosophy

- Every class is a conversation and every colleague a valuable contributor.
- Take time truly to observe and understand before rushing to solutions.
- Practice systems thinking ([Meadows](#)) to be able to recognize and address the root causes of our problems.
- Question everything.
- Understand that changing the world starts with audacious ideas.
- Analysis is not enough – we must *act*. Learning should result in informed action.

Required Text(s)

Electronic Resources (available via Brightspace / NYU Library Course Reserves):

All resources will be available as PDFs or as hyperlinks. **You will not need to purchase any books.**

Three recommended DC blogs

- [DCist](#)

- [Greater Greater Washington](#)
- [Popville](#)

Class schedule

Since most class sessions will involve field trips on foot and by public transit, please wear shoes comfortable for walking and have a DC MetroCard (which works for bus and rail) at the ready.

Session 1 – 7 September 2021. Washington, DC as symbol.

We will begin with orientation in our NYU DC classroom and discussion of the short assignments prompt, followed by a neighborhood site visit.

Readings:

- S. Luria, “George Washington’s Romance,” Chapter 1 of *Capital Speculations: Writing and Building Washington, DC* (2006).
- Note on Franklin Square Park as a cultural landscape in our neighborhood [here](#). The more extensive National Park Service document is [here](#).

Session 2 -- 21 September 2021. Scale and memory: politics, monuments, places, and protest.

Field trip to the National Mall.

Readings:

- Chapters 4 and 6 from K. Savage. *Monument Wars : Washington, D.C., the National Mall, and the Transformation of the Memorial Landscape* (2009). [EBook on NYU Libraries](#).

Session 3 -- 28 September 2021.

The District as lived experience: spaces and culture of hometown DC.

Field trip to Blagden Alley and U Street.

Readings:

- SKIM (with attention to the visuals) J. Borchert, “The Rise and Fall of Washington’s Inhabited Alleys,” from *Alley Life in Washington* (1982).
- Musgrove, G. D. (2014). [“History in a Time of Gentrification.”](#) *Journal of Urban History*, 40(6), 1155-1160.

First short illustrated essay due by midnight.

Session 4 -- 19 October 2021. The ecology and indigenous history of Washington, DC.

Field trip: either the Anacostia River or Soapstone Tributary, Rock Creek Park

Readings:

- Access the DC Wildlife plan [here](#). Read Chapter 3, “Habitats.”
- H. A. MacCord. “Archeology of the Anacostia,” *Journal of the Washington Academy of Sciences*, December 1957, Vol. 47, No. 12.
- Excerpt from F. Gutheim, *The Potomac* (1986 edition), Chapter 2.
- Excerpt from L. Halle, *Spring in Washington* (1957 edition), Chapter 1.

Session 5 -- 26 October 2021. Preservation: of what, by whom, and for whom? Field Trip: Georgetown.

Readings:

- Logan, C. (2017). [Introduction](#) to *Historic Capital: Preservation, Race, and Real Estate in Washington, DC*. U of Minnesota Press.

- DC Department of Energy and the Environment, [Climate Ready DC](#) plan.

Second short illustrated essay due by midnight.

Session 6 – 9 November 2021. Development and investment. Field trip: SE-SW DC Waterfront.

- Access and skim through the [list](#) of the District's active real estate development projects.
- 2020 American University Center for Metropolitan Studies [paper](#) on the SW DC Wharf project.
- Thomas Boswell, "[Nationals Park has become an urban development triumph. Who knew?](#)" [Washington Post](#), September 14, 2016.

Session 7 – 16 November 2021. Prominent intellectual institutions.

Field trip: Smithsonian Museum of American Art.

Readings:

- Howard University: ArcGIS Storymap [here](#); history [here](#); "[With Harris and Hannah-Jones, Howard University is on a Roll.](#)" Associate Press, July 10, 2021.
- Gallaudet University's [timeline](#) and [history](#).
- The Smithsonian Institution's [history](#) and [timeline](#); Director Lonnie Bunch's [bio](#).

Third short illustrated essay due by midnight.

Session 8 – 30 November 2021. Washington, DC as an international hub.

Field trip: TBD by you.

- SKIM Price, M., Cheung, I., Friedman, S., & Singer, A. (2005). "[The world settles in: Washington, DC, as an immigrant gateway.](#)" *Urban Geography*, 26(1), 61-83.
- Wilson, J. H., & Habecker, S. (2008). "[The lure of the capital city: An anthropological analysis of recent African immigration to Washington, DC.](#)" *Population, space and place*, 14(5), 433-448.

Session 9 – 14 December 2021.

Collaboration session: compiling and publishing your (edited) essays. No readings.

Classroom Etiquette

- Cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Students should be respectful and courteous at all times to all participants in class.

Your Lecturer

The goal of my practice as an architect, professor, and researcher is to activate social change to improve the well-being of all. I pursue this goal by creating programs, policies, architectural and urban form, and forums for student engagement and experiential learning.

In addition to being an academic fellow and instructor at NYU DC, I teach sustainable design and urbanism at American University's (AU) School of International Service in Washington, DC (<https://www.american.edu/sis/faculty/kiechel.cfm>). The inaugural recipient of AU's *Most Innovative Green Teacher of the Year* award, I created and lead the hands-on, local-scale

sustainable design practicum for AU's graduate students, an alternate to writing the Master of Arts thesis.

I serve as architect to people and institutions in need of affordable sustainable design. For the Washington, DC [Capitol Hill School Libraries Project](#), I designed the library for Maury Elementary School and I am the architect for the Mexican-American Legal Defense and Educational Fund's Washington, DC offices near 16th and K Streets, NW. Recent work includes an affordable Living Building Challenge house for a dense urban site in Washington, DC, a Biophilic home created to meet *onsite* all of its energy and potable water, and a measure of its food supply, needs.

In my work for the Cadmus Group, an environmental consultancy, I enable the creation of high-performing new and existing buildings, cities, and the policies that support them. As project manager, my clients have included the U.S. Green Building Council, U.S. EPA's ENERGY STAR program, the Appalachian Regional Commission, the Smithsonian Institution, the States of Wisconsin and Arkansas, Arlington County, Virginia, and TripAdvisor, the world's largest travel website.

I gratefully acknowledge the people and institutions that have helped and continue to help me on my path: the universities from which I graduated (Yale College, Oxford University, and the Harvard University Graduate School of Design), the Rhodes Scholarship and the Rhodes Trust for funding and other support, three personal mentors of abiding influence (Rafael Moneo, architect; David Broder, journalist; and Eric Stanley, Rawlinson and Bosworth Professor of Anglo-Saxon at Oxford), my dear family (parents Walter and Mary Kiechel, brothers Walter and Conrad Kiechel, and children Laura Kiechel Reston and James Kiechel Reston), my friends and neighbors, my institutional colleagues, and my beloved students. Eternal thanks and love to you all

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to convert to pass/fail grades:

- **Passing grades:** A = 94-100 or 4.0; A- = 90-93 or 3.7; B+ = 87-89 or 3.3; B = 84-86 or 3.0; B- = 80-83 or 2.7; C+ = 77-79 or 2.3; C = 74-76 or 2.0; C- = 70-73 or 1.7
- **Failing grades:** D+ = 67-69 or 1.3; D = 65-66 or 1.0; F = below 65 or 0

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspace if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to dc.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, significant mental or physical discomfort, Moses Center accommodations, religious observance, or emergencies. Your professor or site staff may ask you to present a doctor's note, a Wellness Counselor's note, or permission from an NYU-DC staff member or an onsite Residence Life Administrator as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's or other notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

There is no final exam in this course.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU-DC site staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Washington, DC Site Director.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using *TurnItIn* or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer *and* NYU DC's Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the instructor will schedule a make-up examination or extend the deadline for assignments and can use the Academics Office for support as needed. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#).

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns

viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through dc.academics@nyu.edu.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277