



**NEW JERSEY INSTITUTE OF TECHNOLOGY
COLLEGE OF ARCHITECTURE AND DESIGN**

CITY OF NEWARK HISTORY MUSEUM

COURSE: AD 463 – Collaborative Design Studio (5 credits)
PROGRAM: School of Art + Design
LOCATION: First semester fourth year studio course/fall term (undergraduate)
INSTRUCTOR: Matthew Gosser

DESCRIPTION: The penultimate design studio in the School of Art + Design brings all students from Digital Design, Industrial Design, and Interior Design (and on occasion, Architecture, Information Technology, or Biomedical Engineering) back together for a required collaborative experience during which the students from the various disciplines work on common ventures, simulating a professional environment in which each student brings her or his discipline-specific knowledge to a team working on a complex project. The projects and faculty change each year with three to four studios offered annually from which teams of students may choose. Projects in past collaborative design studios have included an interactive circus, adaptive re-use of the abandoned Newark Prison into a Museum of Industry, Lifestyle Studio in which students developed a product and/or service for marketing to a chosen demographic, Superhero Studio in which students developed/designed a superhero along with her/his lair, costumes, accessories, and storyline, Fantasy Studio in which fictional warring fantasy societies were created requiring the design of characters (including and especially non-human ones), habitats (cities and landscapes and furniture), weapons, attire, and more. Each project has individual components and contributions from each discipline participating, that add up to a complete effort.

PROJECT: The programming and design of a “Museum of Newark’s History” – an institution dedicated to the social, industrial, cultural and historical significance of Newark, New Jersey as the city nears the 350th anniversary of its founding. The museum’s primary purpose is to heighten public awareness of the rich history associated with the people, places, events and objects produced within New Jersey’s largest city. The museum will be housed in the vacated Queen of Angels Church, the first African American Roman Catholic church in Newark, and one of the last places visited by Dr. Martin Luther King, Jr. The museum proposals may be based on specific topics relevant to Newark’s history such as a Museum of the History of Civil Rights, Museum of Entertainment, Newark Museum of Immigration, Newark Heritage Center, and Newark Center for Jazz and Gospel.

REQUIREMENTS: An explicit and collaborative design process performed by teams that includes precedent study, site analysis, and study of user needs precedes the schematic design phase of the project. The first part of the project was research and documentation of a particular aspect of the city and determination by each multi-disciplinary team of the aspect of Newark to be memorialized in the museum. Interior Design students in each team are responsible for program planning, partition placement, material selection, and lighting layout. Industrial Design students are responsible for furniture, product, museum display, and lighting fixture/luminaire design. Digital Design students in each team are responsible for a combination of interactive exhibition(s), educational videos/animations contained within exhibits, branding, marketing, way-finding, mobile-application development, and web presence. The selection of which elements to be created by Digital Design students are made in conjunction with team members and studio critic.

OBJECTIVES: (1) Provide design students from different disciplines an opportunity to collaborate in a manner that allows each student to contribute his or her own expertise towards a common goal and work in a manner that is reflective of the professional design process. (2) Provide an opportunity to increase proficiency in an information-technology enabled/facilitated design process. (3) Allow students a measure of choice (within an admittedly limit set of constraints) to personalize and focus their design efforts in their final year of undergraduate study. (4) Provide a connection to the community in which the students have studied and lived during their college career. And to reinforce the idea that education does not occur in isolation, but in a place that has residents and a history.

REFERENCES: (1) Kukla, Barbara J. *Swing City: Newark Nightlife, 1925-50*. (New Brunswick, NJ: Rutgers University Press, 2002). (2) Mumford, Kevin. *Newark: A History of Race, Rights, and Riots in America*. (New York, NY: NYU Press, 2008). (3) Shales, Ezra. *Made in Newark: Cultivating Industrial Arts and Civic Identity in the Progressive Era*. (New Brunswick, NJ: Rivergate Books/Rutgers University Press, 2010). (4) Turner, Jean-Rae and Richard T. Koles. *Images of America: Newark* (Charleston, SC: Arcadia Publishing, 1997). (5) Tuttle, Brad R. *How Newark Became Newark: The Rise, Fall, and Rebirth of an American City*. (New Brunswick, NJ: Rivergate Books/Rutgers University Press, 2009).