

BALL STATE UNIVERSITY EDUCATION REDEFINED

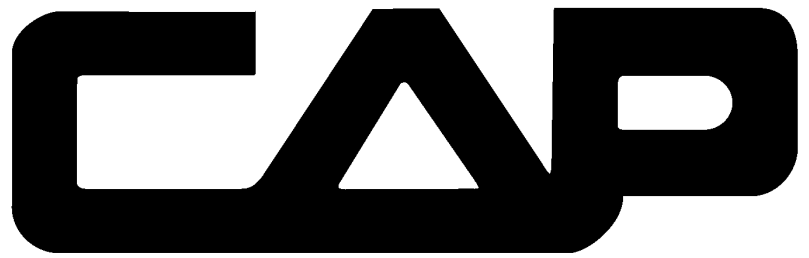
FACULTY AND STUDENT SYMPOSIUM

APRIL 4, 2012

COLLEGE OF ARCHITECTURE AND PLANNING

ARCHITECTURE ■ LANDSCAPE ARCHITECTURE ■ URBAN PLANNING

DESIGN + THINKING



Faculty+ Students
Symposium

April 4, 2012

College of Architecture
and Planning

Ball State University

Welcome from the Dean

Since 2008, every spring semester we have invited our community of learners to take time out of their busy schedules in order to examine the richness of our many endeavors. In our symposia we have learned much about each other and further confirmed our fundamental vocation as a community of perpetual learners.

Our faculty and student symposia provide unparalleled opportunities for empowering our students with deep understanding of how our faculty learn and teach. In that same context our students also provide us all with an extraordinary view into how they learn and engage their peers in that process. At the CAP we rely heavily on student-peer interaction as a means to promote the creative inferences that fuel our design and planning processes.

As in previous years, it will be clear from the program of this year that we are a college deeply engaged in the nurturing of intellectual diversity. I challenge our faculty and students to attend the symposium presentations and panel discussions with an intense awareness of such diversity. I can predict that you will find a rich balance of all forms of scholarship; namely,

SCHOLARSHIP OF DISCOVERY is traditional research and creative endeavors that pursue and contribute to the expanding knowledge of a discipline. The most obvious repository of knowledge generated through scholarship of discovery is to be found in the theoretical framework that defines our disciplines.

SCHOLARSHIP OF INTEGRATION makes connections across disciplines bringing together isolated knowledge from two or more disciplines or fields to create new insights and understanding. It is frequently in the intersection of science, technology, engineering, and mathematics (STEM fields) and disciplines subscribed to the humanities, including the arts and social sciences that this kind of scholarship is in particular active. Digital applications in the visual arts are a typical example of this kind of scholarship.

SCHOLARSHIP OF APPLICATION generates knowledge to address significant societal issues. Disciplines that hold professional fields, such as architecture, landscape architecture, and urban planning, are in particular prolific in the generation of knowledge through scholarship of application in the framework of professional practice and service.

SCHOLARSHIP OF TEACHING studies the development of knowledge, skill, mind, character, and/or ability of others. In formal or informal ways this may be our most common form of scholarship as we learn and teach in an endless self-enriching process that defines our condition as perpetual learners. We are prime users of one of the most sophisticated and successful instructional models in the world: the studio.

It is with great sense of pride in our intellectual diversity that I invite you to join us in this celebration of teaching and learning.

Guillermo Vasquez de Velasco, PhD

Dean



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Symposium Committee
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Bithia Ratnasamy, Co-Chair
Michael Burayidi
Meg Calkins
Lohren Deeg
Pam Harwood
Lori Pence
Guillermo Vasquez de Velasco

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2011 Charles M. Sappenfield Award Recipient



The Charles M. Sappenfield Award of Excellence is named in honor of the founding Dean of the College, under whose leadership it opened its doors in the fall of 1966. This award is given to professors chosen by the alumni represented by the Governing Board “in recognition of outstanding dedication, contribution and commitment to the education of the students of the College of Architecture and Planning.” Professor Robert Koester, Director of the Center for Energy Research, Education, and Service (CERES) and Professor of Architecture at Ball State University, was selected as the 2011 award winner. Professor Koester received his award from Dean Emeritus Charles Sappenfield during the 2011 Alumni Banquet.

Previous Recipients:

Francis Parker, 2010
Harry Eggink, 2009
Les Smith, 2008
Scott Truex, 2007
Jim Segedy, 2006
Andrew Seager, 2006
Malcolm Cairns, 2005
Robert Fisher, 2004
Dave Hermansen, 2003
Rod Underwood, 2003
Dan Woodfin, 2002
Marvin Rosenman, 2002
Tony Costello, 2002
Jack Wyman, 2001

Robert Koester has been the Director of CERES since its inception in 1982. His uncompromised commitment to environmental sustainability has been a distinctive attribute in his career. He is a scholar of sustainable practices, and a teacher that makes a difference in the lives of our students. He currently serves as chairperson for Ball State’s Council on the Environment (COTE). His leadership in the field of environmental sustainability has substantially contributed to make our university a recognized pioneer in sustainable practices at the national and international levels.

Robert J. Koester AIA LEED AP

Positioning Our Professional School for Further Leadership in Design-for-Sustainability: A Collegiate Future

This presentation was requested by the 2012 Faculty and Student Symposium Planning Committee. It builds on acceptance remarks made upon my receipt of the 2011 Charles M. Sappenfield Award for “...outstanding dedication contribution and commitment to the education of students of the College of Architecture and Planning.”

The charge given by the committee was for me to share my perspective “as a leader in the field of sustainability at CAP and beyond...on what...faculty and students should be doing today to build our collegiate future.” I am honored by the invitation and the chance to share these thoughts.

The College of Architecture and Planning is a professional school; we educate those who will design the human interventions in nature’s systems; and whether building, land or urban fabric, these interventions will have social, economic and environmental impact. The opportunity before us is to integrate the capacity of our respective professions.

Schedule of Events

8:00 am	Breakfast - Atrium Thesis Choice Discussions		
8:30 am	Charles M. Sappenfield Award Recipient - Robert Koester - CAP Auditorium		
9:30 am	PANELS AB100 <i>Bruce Race & Jody Rosenblatt-Naderi</i> Role of Practitioner-Educator	AB101 <i>Michael Burayidi, Lisa Dunaway, Jennifer Bott, Guillermo Vasquez de Velasco</i> Online Learning	AB202 <i>Pam Harwood, Meg Calkins, Andrea Swartz, Ned Brockmeyer</i> Interdisciplinary Studion Teaching in CAP: Opportunities and Challenges
10:30 am	SPECIAL LEAVE PRESENTATIONS <i>Meg Calkins</i> The Sustainable Sites Handbook: A Special Leave Project & Beyond		
		<i>Timothy Gray</i> EcoMOD: Prefabricated Sustainable Housing Prototype and other recent work	<i>Carla Corbin</i> Survey and Typology of Common First Year Programs, for the Environmental Design Professions
11:00 am	PANELS <i>Pam Harwood & Guillermo Vasquez de Velasco</i> EDUCATION REDESIGNED	<i>Studio Culture Committee</i> Speak UP: Studio Culture	<i>Lisa Dunaway, Tim Gray, Walter Grondzik, Bruce Race, Michele Chiuni (moderator)</i> Immersive Learning in Higher Education: Interpretations, Benefits, and Challenges
12:00 noon 12:15 pm	LUNCH - ATRIUM Interactive "Grey Marker" Sketching Workshop with Lohren Deeg - AB100		
1:00 pm	POSTER SESSIONS <i>Chris Reinhart</i> Building with Earth	LOCATED IN THE DEAN'S WALL HALL Tot Spot Video Documentary	
			<i>Emily Newton & Kristina Pearson</i> Dissecting the Villa of Mysteries, Pompeii
1:30 pm	PAPER SESSIONS AB100 Visions from the East <i>Jeffrey Lauer</i> - Ahmedabad: Urban Renewal in an Idiosyncratic Mega-City <i>Xiaofei Xue</i> - Affordable Housing Project - A Case Study in China <i>Deborah Middleton</i> - Redefining Riyadh: Saudi Arabia as a Sustainable City	AB101 Educational Environments <i>Jody Rosenblatt-Naderi & Amy LaTomme</i> - Wild Kindergarten Outcome <i>Pam Harwood</i> - Design Patterns for the Adaptive Reuse of Underused Buildings as Charter Schools <i>Building Better Community Students</i> - Lessons from Detroit 2012	AB202 Challenges in a 21st Century Global Society <i>Junfeng Jiao</i> - Food Deserts and How to Use Geographic Information Systems (GIS) to Locate Food Deserts <i>Simon Bussiere</i> - Landscapes Below the Political Equator <i>Sanjeevani Habarakada</i> - Historic Preservation and Planning Conflicts: Life and Space in a World Heritage
2:30 pm	Personal Marketing <i>Lohren Deeg & Deborah Middleton</i> - The YOU Brand: Initial Steps for Success in Portfolio Design	Documenting Massive Change <i>Timothy Little</i> - After the Storm: Rebuilding Joplin <i>Nihal Perara</i> - Post-Disaster Recovery: Lessons from the Field <i>Cynthia McHone</i> - Curiosity, Photography, and the Modern American Folklore	Opportunities in Use, Reuse, & Sustainability <i>Ryan Gallagher</i> - How Structural Salvage Can Benefit a Community <i>Joel Mynsberge</i> - Redefining the Dream
3:30 pm	Travel, Visual Notes, & Pedagogy <i>Harry Eggink</i> - Visual Memories <i>ARCH 429 Class</i> - Architreks Fall 2011 <i>Lohren Deeg</i> - The Indianapolis Monument Circle Competition	Innovations and Urban Invention <i>Bruce Frankel</i> - Technology Parks: The University as the Engine for a City's Economic Development <i>Vera Adams</i> - Gordon Cullen's Townscape Towns Revisited 1961-2011 <i>Chris Baas</i> - Concrete in the Steel City: Constructing Thomas Edison's House for the Working Man	Nature and Simulation as Educators <i>Chris Marlow</i> - Making Games for Environmental Design Education <i>Brett Jackson</i> - Following Nature's Design Principles & Solutions <i>Spring 2012 LA Design/Build Class + Les Smith</i> - Progress of the J M Craddock Wetland Nature Preserve
4:30 pm	Down Under <i>Joe Bilello & Students in Australia</i> Sustainability and Resiliency Design for Coastal Environments of Australia: The Lennox Head Alstonville Surf Life Saving Club		
7:30 pm	You are invited to see Geoffrey Canada present "Leadership Is Only as Great as Those Around You," part of the 2011-12 Excellence in Leadership Speaker Series at Emens Auditorium. Admission is free.		

The symposium schedule and other items can be found online at <http://cms.bs.u.edu/Academics/CollegesandDepartments/CAP/NewsEvents.aspx> or scan the code.



1:00 pm

Carla Corbin, Rob Benson + Students
Landscape + Architecture History: A Timeline of American Settlements + Sites from 3000 BCE to 1900 CE

AB021

Visions from the Urban Heartland

Sarah Windmiller - Streetcar Suburbs: Boston vs. Fort Wayne
Francis Parker - Return of... the Streetcar?
Olon Dotson - Edward A Gibson: Relentless Pursuit of a Career in Architecture

AB210

Nature as a Window to History

Chris Baas and Dr Darrin L Rubino - Using Tree-ring Growth Patterns to Date the Construction of Historic Timber Structures: The John N Wycoff Beater Hay Press Barn, Switzerland County, Indiana

Atrium

Interdisciplinary Immersive Learning

Les Smith, Sarah Mangelsdorf, James Neirinck & Students - CAP & Dance - Interdisciplinary Immersive Learning

1:30 pm

Visions from Middletown (Muncie)

Rob Benson - Looking for the "Middletown" Landscape: A New Spin on the Sociological Studies of Muncie, Indiana
Lisa Dunaway, Bithia Ratnasamy, Jacob Egan, & Rachelle Enochs - The Whitely Neighborhood Action Plan
Cynthia Brubaker & Kayla Hassett - Industrial Muncie

2:30 pm

Digital Dialogues: From Virtual to Making

John Fillwalk - The Use of Virtual Worlds in Art and Cultural Heritage Simulations
Antonieta Angulo & Josh Vermillion - A Leap towards the Comprehensive Training of Digital Design via Parametric Thinking
Mike Silver - Beyond the New Materialism

3:30 pm

4:30 pm

7:30 pm

A Note About Our Sponsor

Gensler

As architects, designers, planners and consultants, we partner with our clients on some 3,000 projects every year. These projects can be as small as a wine label or as large as a new urban district. With more than 3,000 professionals networked across 41 locations, we serve our clients as trusted advisors, combining localized expertise with global perspective wherever new opportunities arise.

Our work reflects an enduring commitment to sustainability and the belief that design is one of the most powerful strategic tools for securing lasting competitive advantage. To learn more about Gensler check out <http://www.gensler.com/#aboutus> or scan here



Thank You

Morning Sessions

Panel Sessions

Bruce Race
Associate Professor of
Practice

Jody Rosenblatt-Naderi
is the Chair and
Irving Distinguished
Professor of Landscape
Architecture

Michael Burayidi
is the Irving
Distinguished Professor
and Chair of the
Department of Urban
Planning.

Lisa Dunaway
Instructor of Urban
Planning with research
interests in ecological
planning, urban
habitats, sustainable
development, design
communication media,
and physical planning

Jennifer Bott
Assistant Provost for
Learning Initiatives and
Associate Professor of
Management
School of Extended
Education & Integrated
Learning Institute
(iLearn)

Guillermo Vasquez
de Velasco – Dean
of the College of
Architecture and
Planning and Professor
of Architecture.

Bruce Race & Jody Rosenblatt-Naderi

Role of Practitioner-Educator

This interdisciplinary session panel will discuss role of the practitioner-educator in supporting students' transition to practice and the benefits and challenges of practice in a professional college.

Practitioner-Educator Helping Meet a Diverse Agenda

The College's three departments each strive to attract the best students and faculty; increase the visibility of their programs in publications and conferences; and meet criteria laid down by the university and outside accreditation boards. Practitioner-educators are helping professional colleges to meet a diverse agenda and benchmark their accomplishments in each of these endeavors.

Continuum of Education

The College gives foundational knowledge to professions traditionally expanded through apprenticeships and internships. The educational processes are now "managed" from beginning to end. Students begin a path of theoretical and practical growth in their field in our college and then are handed off to the profession and the oversight of state registration boards and professional accreditation organizations. If our college does a good job most students will evolve into practitioners that pick up teaching where we left off. Practitioner-educators are

bridging the continuum of required academic and professional education requirements.

Supporting Practitioner-Educators

Maintaining a practice as a business enterprise or a venue for applied research is increasingly challenging proposition for educators. University, college and department emphasis on academic output can overlook the accomplishments and contributions of educator-practitioners in the classroom and in professional societies. The CAP has traditionally strived to balance practice and academic influence and needs to revisit contemporary demands on, and opportunities to recruit and promote practitioners as research and educator peers.

Michael Burayidi, Lisa
Dunaway, Jennifer Bott,
Guillermo Vasquez de
Velasco

Online Learning

It is very easy to undermine the proposition of going on-line with higher education. The strongest arguments made for online instruction is that it is less expensive and convenient. Several well reputed institutions have made available instructional content on-line free of charge. M.I.T. led the way to an era of online learning 10 years ago by posting course materials from almost all its classes. Its free OpenCourseWare now includes nearly 2,100 courses and has been used by more than 100 million people. This spring for the first time, and maybe just in one course, the M.I.T. will offer official

credentials for demonstrating mastery of the subject taught. While access to the software will be free, there will most likely be an “affordable” charge, not yet determined, for the credential.

In similar way, a free online course at Stanford University this last fall quarter has garnered overwhelming popularity around the globe. Portions of the course, CS221: Introduction to Artificial Intelligence, has been offered online in the past, but now for the first time the university will offer it in its entirety to anyone for free online. As The New York Times reported the online course has attracted more than 58,000 students--high schoolers and retirees alike--from more than 175 countries, which is almost four times the size of the university's entire student body. The New York Times also noted that students who complete the course online will receive a “statement of accomplishment”.

One way or another, on-line education is here to stay. The legitimate question to ask is whether this medium is compatible with the instructional methods used in design disciplines? At the core of our instructional method is the studio, an approach that privileges one-on-one interaction over the massive scope of distant education. This apprenticeship model has been in use since the beginning of our professions to transfer knowledge from the “master” to the “apprentice.” Should we throw this tried and true approach out the door now? If not, how do we incorporate this model into design education? The panelists will discuss these questions from their experience and seek contributions from students and faculty on whether online instruction belongs in the design professions.

Pam Harwood, Meg Calkins, Andrea Swartz, & Ned Brockmeyer

Interdisciplinary Studio Teaching in CAP: Opportunities and Challenges

This panel presentation will explore the opportunities and challenges of interdisciplinary studio teaching within the College of Architecture and Planning. The session will begin with a brief presentation by Calkins and Swartz of a collaborative half-semester studio project for a Land Lab campus at the BSU Cooper Skinner Field Station Property. This project was a collaboration between graduate level Landscape Architecture students and fourth year Architecture students. Pam Harwood will briefly present an interdisciplinary project that she has completed. Discussion by panelists and audience members will follow the brief presentations.

Some questions that will be offered for discussion are:

- What are the curricular and/or scheduling impediments to interdisciplinary teaching in CAP?
- What are the course content and/or skills or ability challenges to interdisciplinary teaching in CAP?
- Where in each department's curricula could interdisciplinary studio teaching be formalized?
- What are some issues such as loading, enrollment, grading, etc. that present challenges to interdisciplinary studio offerings?
- What are some session Attendees experiences with interdisciplinary studios?

Pam Harwood
Associate Professor of
Architecture

Meg Calkins
Associate Professor of
Landscape Architecture,
Her research and
publications focus
on process issues
and technologies of
sustainable site design.

Andrea Swartz
Associate Professor of
Architecture. Interests
include architectural
design, design
communication media
(freehand perspective
drawing, descriptive
geometry, photography),
introductory structures.

Ned Brockmeyer
Graduate Student, MLA

Interdisciplinary Studio
Student panel:
Denise Wilder (interior
design)
Farah Alam (landscape
architecture)
Steven Gebhart
(architecture)

Pam Harwood
Associate Professor of
Architecture

Guillermo Vasquez
de Velasco – Dean
of the College of
Architecture and
Planning and Professor
of Architecture.
Velasco

Student Panel:

Julie Musial
Stuart Hyatt
Jesse McClain
Rochelle Jansing
Fabiola Shifflett
Jonathan Lain
Steven Putt

Pam Harwood & Guillermo Vasquez de Velasco

EDUCATION REDESIGNED: Education as a Design Concept

This panel presentation begins with the discussion of a new paradigm for learning that is influencing the design of learning spaces in higher education. The field of higher education faces many challenges driven by dramatic changes in how technology is used in the learning process, the widespread use of personal computing and communication devices, the ease and ability to reconfigure classroom space and furnishings, and the variety of learning styles that allow for collaboration, teamwork, and inquiry-based, project-driven teaching. Competition to attract the top students has furthered the challenge of facility design to influence and define the institutional brand and image to prospective students. These forces are changing how higher education learning spaces should be designed to best support the learning experience and the image that should be presented to prospective students and faculty.

Additionally, educational leadership is required to reform the system of finance and control in face of a declining economy, diminishing state support for state universities, rising tuitions, and the coming privatization of public universities. Posed by Richard Longworth in the book, Caught in

the Middle, he asks, "In a globalizing world, how do schools, chartered and responsible to their communities and their citizens, fulfill a global mission? Can Ball State University become an engine of innovation that the post-industrial economy will demand, and can we continue to design a broad education while inventing this new economy.

A final part of this opening discussion looks at the key educational trends in higher educational facility space design and showcases precedent university campuses that have shaped their learning environment in response to creating an image that appropriately "brands" their campus as a unique setting for learning. Signature architecture buildings, positively shaped interactive social engagement spaces, and learning spaces supporting technological innovation and entrepreneurial skill are apparent on the studied campuses, asking the question what opportunities are there at Ball State University as we seek to update our "image" and add and renovate different buildings on campus, including the College of Architecture and Planning? Paired with this presentation is an exhibit of one project selected from a 3rd year architecture studio that revises the University Green North Quad area with additions to CAP, Whiting, and Bracken Library.



Studio Culture Committee

Speak UP: Studio Culture

The Speak Up: Studio Culture presentation is crucial for our students to participate in, and this short 60-minute discussion and panel session is important for everyone within the College to attend. Not only is the Studio Culture document necessary for the 2013 NAAB Accreditation we will undergo, but it is a crucial part of the voice our students have within their education and within the College. As the voice for the students, the American Institute of Architecture Students would like to open up a college-wide discussion to allow all to hear the facts of studio culture and how their voice can be heard within their education.



Lisa Dunaway, Tim Gray, Walter Grondzik, Bruce Race

Immersive learning in higher education: interpretations, benefits and challenges

Immersive learning (IL) has become an important pedagogical method in different academic disciplines, notably in medicine and business. It often makes use of simulations which do not imply a real interaction with a patient or client. As a concept it has been a strength of CAP since the beginning particularly through CBP and MUD, but it is useful to analyze and discuss our approaches in the context of BSU's definition of IL, in regard to interdisciplinarity, community partnerships and real clients, looking also at new initiatives.

New opportunity for IL have emerged in CAP, such as Building Better Communities work, design-build projects, urban planning and urban design work with real clients, and the participation in the 2013 Solar Decathlon. A discussion on the CAP experiences can not only highlight what is distinctive and unique in our approach, but also indicate where this methodology can be expanded and strengthened. While the advantages of this pedagogy may be clear and incontrovertible, a reflection on what we do as a college will give an opportunity to faculty and students to provide feedback and new insights on IL.

Studio Culture Committee:

Lindsey Gregory, Architecture, Fourth Year
Lauren Sherman, Architecture, Third Year
Rachel Martinelli, Architecture, Third Year
Jen Phillip, Architecture, Second Year
Hayley Johnson, Architecture, Second Year
Katie Norman, First Year
Zach Herbst, First Year

Lisa Dunaway
Instructor of Urban Planning with research interests in ecological planning, urban habitats, sustainable development, design communication media, and physical planning

Tim Gray
Associate Professor of Architecture

Walter Grondzik
Professor of Architecture

Bruce Race
Associate Professor of Practice

Special Leave Presentations

Meg Calkins
Associate Professor of
Landscape Architecture,
Her research and
publications focus
on process issues
and technologies of
sustainable site design.

Tim Gray
Associate Professor of
Architecture

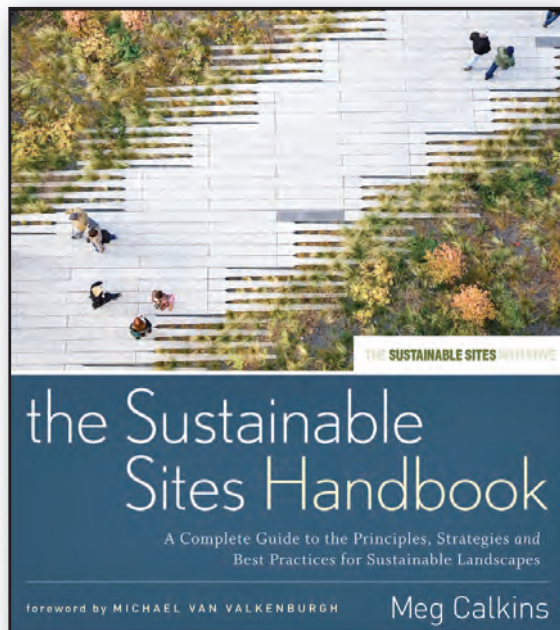
Meg Calkins

The Sustainable Sites Handbook: A Special Leave project and beyond

The Sustainable Sites Handbook, a book edited and contributed to by Meg Calkins, offers in-depth coverage of design, construction, and management for systems of hydrology, vegetation, soils, materials, and human health and well-being. The book was published by John Wiley & Sons in November 2011 as part of their series on Sustainable Design.

Completion of this book was Meg's special leave project in the Fall of 2011. This symposium presentation will focus on two topics:

1. The processes of editing, writing and producing a book
2. The theoretical basis of the book as presented in the first chapter.



Timothy Gray

EcoMOD: Prefabricated Sustainable Housing Prototype and other recent work

This talk will present recent research addressing the use of local pre-fabrication building methods and resources to address the need for affordable sustainable housing in inner city communities. Other recent professional projects and research under way at Gray Architecture will also be presented including a LEED Platinum Residence planned for Ft. Wayne, Indiana and a boutique twenty-two room Eco - Hotel planned for the Broad Ripple neighborhood in Indianapolis.



Carla Corbin

Survey and Typology of Common First Year Programs, for the Environmental Design Professions

The focus of this study is beginning design education – whether one or more semesters – that seek to provide a foundation that is common across two or more disciplines. The impetus for the investigation is the involvement of the author in the Common First Program at Ball State University, during a period of revision of the curriculum and design of learning units.

Problems in the environments where we live, work, learn, and play are becoming more complex. There is a compelling need for the expertise of practitioners with a broad spectrum of skills and knowledge that are able to work together. How these connections are made in creative and effective ways begins in the design schools, requiring an educational balance between discipline-specific learning, and collaborative enterprises among related disciplines. When are the best times and conditions for students to engage in interdisciplinary work? One answer is in the first year or two, when the common ground among the disciplines is at its most expansive. Having knowledge about design professions most related to their own has benefits as students enter

discipline-specific learning, and later during the transition into practice.

The study group of this special leave project is the 130 membership schools of the Council of Educators in Landscape Architecture, whose undergraduate programs were surveyed for a common or interdisciplinary curriculum structure at the foundation level. From this group a typology of predominant approaches has been developed, the first undertaken as a comparative study of interdisciplinary programs.

One significance of this work for landscape architecture is the potential for increased numbers of students electing the major, particularly among programs that include architecture, culturally a better-known profession. When choice of major is deferred to the completion of the foundation phase, the tendency – documented by data collected from CAP students over the past five years – is for more students to discover other environmental design programs, such as planning and landscape architecture.

Common first year programs have many benefits – to the students and to their future professions – yet these are understudied models of design education curriculums. This work seeks to contribute to a foundation of knowledge to better understand existing models, and to encourage further research to inform critical decision-making in developing future models.

Carla I. Corbin
Associate Professor of
Landscape Architecture.
Corbin is interested
in the pedagogy of
foundation design
education and in the
cultural landscape,
both in real places as
well as how they are
represented in common
media. Contemporary
landscape design
is also an interest,
particularly with
focus on relationships
between landscape and
architecture, and on
commemorative places.



Afternoon Sessions

Poster Sessions

Chris Reinhart
architecture student,
third year

Carla I. Corbin
Associate Professor of
Landscape Architecture

Rob Benson
Professor of Landscape
Architecture

Emily Newton
Architecture, 2nd year

Kristina Pearson
Architecture, 2nd year

Chris Reinhart

Building with Earth

The earth beneath our feet is a valuable building material - one this is durable and has an extremely low embodied energy. Many different earthen building styles exist, and the traditional English style known as cob, and its modern variations, offer unique creative and sculptural possibilities. Focus will be on the application of cob with other natural building techniques on a rural site in southern Indiana. The tiny cottage there is currently about 600 square feet, and features earth, straw bale, timber, stone, and salvaged materials.



Carla Corbin, Rob Benson + Students

Landscape + Architecture History: A Timeline of American Settlements + Sites from 3000 BCE to 1900 CE

As designers and design students, we are visual teachers and students. In learning the histories of our disciplinary canons, it is a challenge to broaden visual pedagogy beyond the representation of individual sites and views, however rich the comparison or distinction made. Periods and movements

are structural devices imposed on the past, which are also elusive visually.

This poster display, made of small and large tiles, is the work of the sophomore class in LA 221, Landscape Architecture History II. The pedagogical aim is to make landscape history for this period tangible, through the documentation of important works and cultures / designers, and significant works, whether law, publication, event, discovery, or site. Longer term eras, or important influences such as technological developments, are shown as 'woven' through the individual works and designers, in a political and social context.

The aim of the assignment is to better understand events, influences, cultures and designers in a continuum made up of a number of threads, and to see significant work critically within the relevant context. One challenge to the students has been the distillation of the assigned subject -- the 1785 Land Ordinance Act, or the first public park -- into a 5 x 5 or 5 x 10 tile.

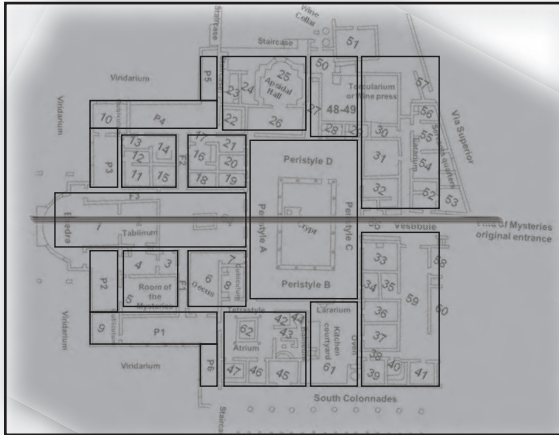
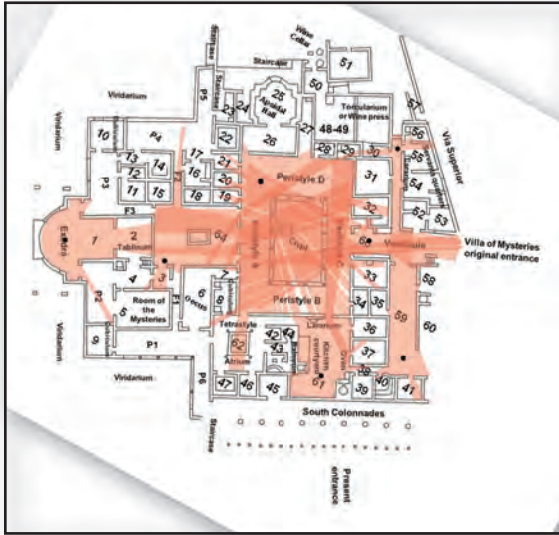
Through exhibiting the 'poster,' the students will have the opportunity to respond to feedback, and to engage in discussion based on their own research and representations, and understanding of connections and influences. The faculty involved also seek feedback on the pedagogical design of the timeline as learning experience.

Emily Newton & Kristina Pearson

Dissecting the Villa of Mysteries, Pompeii

A brief look into the history and construction of one of the most lavish Italian villas. This

presentation will include studies with layout, isovists, and historical design implications. It will also examine the famous frescoes for which the villa was named.



Tot Spot Video Documentary

Tot Spot Video Documentary

A major new exhibit celebrating the power of infant and toddler's learning through play has been researched, planned, developed, designed, tested, digitally fabricated, and constructed by students, faculty, and

consultants of Ball State University's College of Architecture and Planning. During the two-year process of schematic design to final construction, work has been captured on film of the various phases of this project up until its final grand opening on November 11, 2011. During this presentation, a short video documentary will be debuted that captures the behind-the-scenes look at the design, development, construction, and final use of this immersive learning project.

The Tot Spot explores six different thematically-designed, interactive activity settings connected with children's literature: The Giving Tree Gross Motor activity area, The Hot Air Balloon Reading Circle, The Crawl Through Caterpillar Block and Small Manipulative Play Area, The Tugboat Creative Play Area, The Tower Dramatic Play Area and The Funcie Farm Garden Stand Constructive Play Area. The Tot Spot's primary goal is learning through play. This play with a purpose at the Muncie Children's Museum Tot Spot offers the kind of open-ended, interactive learning experiences involving settings and objects that infants and toddlers need in their early years to develop fine motor skills and engage in creativity, exploration, and discovery of the world around them. The video documentary explores this opportunity to improve the lives of children and education in our city as well as documents the collaborative, interdisciplinary, community-oriented and productive applied teaching and immersive learning model that the students experienced while designing and building the Tot Spot.

Pam Harwood
Associate Professor of
Architecture

Paper Sessions

Lohren Deeg
Assistant Professor of
Urban Planning; CAP
First Year Coordinator

Jeffrey Lauer
MURP Graduate Student

Interactive Workshop

Lohren Deeg “Grey Marker” Sketching

Interactive “Grey Marker” sketching workshop. Discussion of methods of tone, ways of seeing, in a rapid, loose method that can change the way one approaches field sketching. In initial segment participants “follow along” in sketching in the classroom. If time allows, a second segment may take participants outdoors.

Visions from the East

Jeffrey Lauer Ahmedabad: Urban Renewal in an Idiosyncratic Mega-City

South Asian cities are actively pursuing profound social transformations, but the dominant view contends that Asia lacks spatial creativity and innovation and in consequence is dependent on development motifs from the West, such as “Westernization,” “Globalization,” or “Neo-Liberalism.” Recent scholarship has convincingly exposed the intellectual shortcomings of these theories, citing that instead of an unequal exchange, Asian cities dramatically re-shape and adapt imported narratives, ideas and spaces, at the grounded and everyday level. So, although these individual actors may maintain the capacity to transform urban space, their ability to do so is increasingly challenged by urban renewal and large-scale urban projects, largely envisioned under the earlier theories. Urban Renewal has become a significant vehicle for producing national or local urban

futures, often to the detriment of existing social and spatial realities. Within this South Asian context India has been a major player. My presentation will follow the contemporary urban planning and development trends in Ahmedabad, India (its seventh largest city) which, as I will argue, escaped a rigid ‘spatial coloniality’ and maintains a distinct and idiosyncratic spatial form, when compared to the six (6) other mega-cities in India. However, Ahmedabad’s spatial idiosyncrasies are currently transforming under the Jawaharlal Nehru National Urban Renewal Mission (JNNURM), a national urban franchise to redesign and order India’s cities. I will show how this national scheme to fix Indian cities has come at the expense of the poor, working class, street vendors, and slum dwellers in Ahmedabad, in other words, visions not in line with the JNNURM’s franchise. In showing this I hope to conclude with a brief review of the Sabarmati Riverfront Development Project, the largest of these urban renewal efforts in Ahmedabad.



Xiaofei Xue

Affordable Housing Project-A case study in China

As Department of Family & Community Services of New South Wales mentioned, affordable housing offers many benefits to the community, developers, and residents.

At the same time, there are many different programs in affordable housing to improve low-income families in the US such as HOME Investment Partnerships, Self-Help Homeownership (SHOP), and Homeownership Zone. Some of them may be successful, some of them may not. China faces the same problem as the US and it tries to explore its own way to solve the problem.

The shanty town reconstruct is one of the programs working on improving the living condition of low-income families. Affordable housing is related to people live and urban development. In addition, it is tightly related to social equity and economic development. The paper is based on a questionnaire survey of an affordable housing project in Datong Mining Group. The survey include the social attribute, living condition, living environment and the degree of satisfaction of housing (E.g.: community atmosphere, facilities, location, transportation accessibility, living cost, property management and so on.), the overall satisfaction of residents, the degree of understand the policy and faced difficulties. Survey results show that most of the mining worker and the resident support the reconstruct. But, they are worried about the community atmosphere, the facilities conditions, construction quality, the property management and the increase of living cost. The issue focuses on find the solution

of the problem, and to learn the successful experiences in abroad.

Deborah Middleton

Redefining Riyadh: Saudi Arabia as a Sustainable City

This presentation examines a range of sustainable urban design projects currently underway that aim to transform the post-war urban design for Riyadh, the Saudi Arabian capital city, into a vibrant green oasis in the middle of the Arabian peninsula. Understanding the first master plan of Riyadh developed by C. A. Doxiadis is essential to the elaboration of a new landscape master plan for the city. Projects examined include the historic restoration of the settlement of Al Dariayha , Wadi Hanifa and the emerging lake region south of the capital city, and the master plan for the new King Abdullah City for Atomic Energy currently in design development.

Educational Environments

Jody Rosenblatt-Naderi & Amy LaTomme Wild Kindergarten Outcome

Forest or "wild" kindergartens allow children ages three to five to be in the outdoors learning, interacting and playing with each other and with nature. These preschools are popular in Europe; however, they are slow to emerge in the United States because of legislative restrictions. Apple Tree Child Development Center, located in Muncie, Indiana, expressed interest in developing a

Xiaofei Xue
MURP graduate Student

Deborah Middleton
Assistant Professor of
Architecture

Jody Rosenblatt-Naderi
Chair and Irving
Distinguished
Professor of Landscape
Architecture

Amy LaTomme
MLA Graduate Student

1.74 acre urban site, adjacent to their current indoor facility, into a forest kindergarten.

Several methods of research were used to propose the best possible design. First, case studies, scientific and social literature were read, and a media review was conducted to aid in understanding the background of forest kindergartens and outdoor learning environments.

Research conducted included observing preschool-aged children playing in an indoor setting, on a structured playground and in an old growth forest. The child's spatial relationships with objects in the classroom and in nature were recorded and then compared.

The research included a survey that was given to the parents of the observed preschoolers as well as the teachers of Apple Tree. Also, the observed preschoolers were shown images and were asked questions about each image.

Finally, a class of undergraduate students participated in a semester-long evidenced-based design studio. The interaction and collaboration between the client and the undergraduate designers produced a better design outcome. The designs for the Apple Tree site are a direct result of the research.

The results of the research showed that clients and designers are willing and want to implement forest kindergartens.

Pam Harwood
Design Paterns for the Adaptive Reuse of Underused Buildings as Charter Schools

An interdisciplinary team of students in architecture, landscape architecture, urban planning, communications, business,

education, and the social sciences has compiled a series of best practice case studies on educational environments, concentrating on adaptive reuse facility design. Additionally, we have profiled twenty-five charter schools in Indiana, to develop guidelines and design patterns for the facility planning and curricular development of effective and innovative schools. Charter schools are "public schools of choice" in the United States that receive more administrative and pedagogical autonomy and flexibility than district schools in exchange for meeting the performance goals specified in each school's charter. Since charter schools often have innovative curriculums intended to challenge traditional education methods, this research addresses the connection between the designed physical environment and the teaching and learning innovations it supports. Finding a facility is one of the biggest challenges that charter schools face, so providing guidance in the repurposing of under-utilized buildings is essential. The research we will present and illustrate concentrates on encouraging creativity in the renovation, adaptive reuse, and non-traditional use of existing buildings and advancing bestpractice standards of ecological "green" design.

The case study research method was chosen for this project because it emphasizes the individuality and uniqueness of the participants and the setting. The primary research activities involved traveling to the selected schools to carry out place-based observations, behavioral mapping, trace measure and physical artifact analyses in a systematic manner. Additionally, focused interviews with relevant administrators, students, teachers, other stakeholders and community members of the selected charter schools helped us to gather information

about people's attitudes, values, and behavior. Specific lessons learned from the best practice case studies and charter school profiles were then used to develop, write and illustrate fifty design principles or "patterns." The recent work has been to concentrate on developing new patterns that illustrate the effective adaptive reuse of non-traditional buildings as schools. Studio projects were then developed that incorporated these design patterns in their own proposed school adaptive reuse designs.

The organization of the patterns into educational trends impacting facility design has allowed us to see the emergence of a new paradigm. This paradigm is a desire for a highly personalized and customized education for each child where alternative types of learning places are being designed and created. One of the biggest changes within the least decade is the information and communication revolution. Responding to this change, schools systems must adopt a student-centered model of education with integrated technology. Learning is ubiquitous and is no longer confined to the classroom walls. Additionally, today's school is no longer removed from the daily life of the world around it. Many communities are demanding a more permeable, open and accessible institution that sends students out into the community even as the school opens itself to welcome the community in as active partners in educations.

The conclusion of this presentation will highlight architectural design studio projects where the patterns and lessons learned from the case study research are directly applied to the school's design. In this way, the case studies become design precedents for the project, but also become a more comprehensive vehicle for articulating to the

client the ways in which another key player has successfully responded to the change or problem that is also afflicting the school they are developing. The sharing of the learning lessons from these exemplary case studies provides a very useful way for the design students to learn ways to incorporate issues of curriculum, funding, facility planning, adaptive reuse and sustainable strategies into the overall design of the school building. Our society and educational system have changed radically in recent decades. Facility design must mirror changes in educational styles and enable new ways of learning. Differing educational missions, faculties, and student populations all require significantly different site and building design approaches. This building better communities immersive learning project reviews and presents some of the most relevant trends in educational facilities, in particular ways to incorporate the facility more integrally into the innovative curriculum charter schools employ, to develop more sustainable life-long learning environments, and to assess and develop design principles in the facility planning of underutilized or vacant existing buildings for use as Charter Schools. This case study material has been developed into "design patterns" presented in a guidebook that will also be shared in this presentation, in addition to a web-based interactive site.

Building Better Community Students Lessons from Detroit 2012

This presentation by students in the Building Better Communities Immersive Learning Seminar entitled Charter Schools: Patterns of Innovation, will present their learning lessons from a field study experience in Detroit, Michigan. From our visits to incredible adaptive reuse and repurposed buildings, discussions with enlightened educators and

BBC Students

Justin Bruce
Alex Sander
Kimberly Kreuzman
Jennifer Richardson

Junfeng Jiao
Assistant Professor of
Urban Planning

Simon Bussiere
Assistant Professor of
Landscape Architecture.
Major Emphases:
Ecological Urbanism
Representation &
Technology

architects, and innovative learning through partnerships, we discussed much about Detroit's distant past, but more refreshingly about the present and its optimistic future. The city that we thought had nowhere to go and hence had stopped changing, had stepped out of history and simply began to see in the small daily acts of learning, see a new growth! It is this optimism in the changing landscape of education that we hop to share with you in our look at two innovative schools in the Detroit and Dearborn, Michigan cities.

Challenges in a 21st Century Global Society

Junfeng Jiao

Food Deserts and How to Use Geographic Information Systems (GIS) to Locate Food Deserts

Inequitable access to healthy, affordable foods in some US communities may be one reason for the observed social disparities in health. The term "food desert" originally coined in the UK, has been used to describe those low-income neighborhoods, both urban and rural, that have limited access to full-service supermarkets or grocery stores. Researchers have showed that living in food deserts can lead to poor diet control, higher levels of obesity, and other diet-related diseases. In addition, limited access to affordable food choices can lead to higher levels of food insecurity, increasing the number of low- and moderate-income families without access to enough food to sustain a healthy and active life. Eliminating food deserts has become a priority issue in national-level food and nutrition policies. The

implementation of these policies requires the accurate identification of what constitutes a food desert. The 2008 Farm Bill Section 7527 defined a food desert as "an area...with limited access to affordable and nutritious food, particularly such an area composed of predominantly lower-income ... communities".

The fast development of GIS techniques provided researchers with a solution to effectively collect and analyze large scale data, quickly identify the network distance between origin and destination, switch travel mode from driving to walking or biking, and better present the research results to professionals and the general public. This presentation demonstrated a GIS-based food deserts identification method. In the research, physical and economic accesses to supermarkets were estimated for five low-income groups in Seattle-King County. Physical access was measured using GIS to delineate service areas around each supermarket based on a 10-minute travel duration by four modes: walking, bicycling, riding transit, or driving. Economic access was assessed by stratifying supermarkets into low-, medium-, and high-cost types. Combining income and access criteria generated multiple ways to estimate food deserts. The research result will be published in the 2012 American Journal of Public Health.

Simon Bussiere

Landscapes Below the Political Equator

First noted by Architect Teddy Cruz in 2005, The Political Equator spreads horizontally across the world atlas, forming a corridor of global conflict between the 30 and 36 degrees North Parallel. South of this loosely defined border encircling the globe lie some of the world's most contested territories.

Through this presentation, the author will highlight and discuss aspects of informal design and construction processes for emerging peri-urban sites in the southern hemisphere. The unique development methods for a number of projects will be illustrated through visualization techniques and photography that demonstrate ongoing testing of conceptualization and implementation from a diverse range of designers and community stakeholders.

In a post 9/11 world there is a very literal border that divides landscapes from the north and south of the Political Equator. The most intensified portal for immigration from Latin America to the United States between San Diego and Tijuana; where waves of migration flow from North Africa flow into Europe at the Strait of Gibraltar, the Israeli-Palestinian border that divides the Middle East, and similarly along the embroiled frontlines of Afghanistan, Iran, Iraq, and Syria, and Jordan; the contested zones between the Kashmir and Azad along India and Pakistan; and the Taiwan Strait and China's Pearl River Delta. There is also a metaphorical, invisible line that has resulted in a growing disparity of available economic resources in landscapes below the Political Equator. The paradigmatic transformation of the emerging southern metropolis continues to be characterized by urbanities of cheap labor and "big-brother" surveillance as mounting pressures of globalization dictates what is fashionable.

The Political Equator is a diagram that is constructed to problematize relationships between these global and local dynamics at the landscape scale. As global conflict is inscribed specifically in these territories, designers need to recognize how landscapes at the edge of urban and rural boundaries

are physicalized to be in a position to serve these emerging communities in productive ways. Landscapes in these hot-spots are either the funnel points for the extraction of goods and human services to the northern hemisphere while exerting pressure and tension on marginal communities and environmental systems, or they consist of productive community spaces that retain resources and build capacity for lasting social and ecological value at the local scale.

In what appears at first glance to be a *mélange* of chaos, these sites and their development patterns and processes raise a multitude of contemporary design challenges, exposing root causes of social and environmental anxieties and forcing designers to identify specific points of contrast between the two polarizing forces at work. These growing human landscapes, their design and long term use in this context are not formed through conventional or familiar practices of more developed nations as this paper will illustrate, but are instead shaped through the gradual negotiation of resources and boundaries over time. Beyond building walls and fences, as is commonly discussed in popular northern media, The author will illustrate potential design interventions that mitigate conflict below the political equator easing physical and metaphorical separations between enclaves of wealth on one-hand, and sectors of marginality on the other.

Sanjeewani Habarakada
Historic Preservation and Planning
Conflicts: Life and Space in a World
Heritage

Galle Fort is the largest, historic, walled living-settlement in Southeast Asia. In 1988, UNESCO declared these well preserved

"Dutch Monuments" in Sri Lanka a world heritage. The historic preservation regulations that came with this designation displaced its inhabitants in their own homes and habitats. This paper aims to understand the displacement of the inhabitants from their own perspectives.

The physical environment of the fort has many different meanings. It is a different place for the government and for the people: for the government it is a world heritage site and for the people it is their home. The preservation regulations strive to protect the physical elements of the city that belongs to the Dutch period. In doing so, they ignore the lived spaces of its inhabitants. Yet people try their best to continue with their lives. This paper examines how people negotiate preservation regulations and the government's effort to maintain a "world heritage" from their stand points.

This study shows that some people follow government rules and transform themselves into subjects and some others break government rules and create the lived spaces they want. In between are the majority: they both become subjects of the space and also negotiate government rules to create their own living environments. This paper will map out the resultant spaces and spatial structures the inhabitants have produced.

Visions from the Urban Heartland

Sarah Windmiller
Streetcar Suburbs: Boston vs. Fort Wayne

From 1890 to the 1920s, the streetcar dominated urban transportation. With electric streetcar lines, cities could now expand beyond the normal two mile walking radius. Exactly how a specific streetcar line impacted the development of the city was investigated by Sam Warner in the 1960s, using Boston as his example. Through his observations, Warner found that the density and type of development was influenced by its proximity to streetcar access and distance to the heart of downtown Boston, as these affected the decisions of school boards, speculative builders, and a whole range of public and private sector actors.

Warner's study was specific to Boston. I propose to discuss the applicability of Warner's findings to a Midwestern city: Fort Wayne, Indiana. This will be accomplished by exploring the growth of Fort Wayne's streetcar system from the 1890s to the 1940s by tracing the land use and development changes along selected corridors. This investigation will utilize various maps displaying the growth of the city's streetcar system and Sanborn Fire Insurance Maps to determine the development and use in these corridors. How Fort Wayne developed within these 50 years will explore how, and if, Warner's observations apply in a different context.

Francis Parker

Return of... the Streetcar?

In the 1970s, when proposals began for American cities to construct new "Light Rail" systems, advocates were often at pains to distinguish "Light Rail" from the old city streetcar systems which had been abandoned in the 1930s, 40s and 50s. "Light Rail" was said to be faster, more separated from street traffic, and entirely more appealing than the creaky old streetcars of the previous era. Sixteen or more systems have opened since then, all stressing the ways in which light rail is different from, and superior to, the old streetcar. Light rail is a component of the current Indianapolis Metro transit plan.

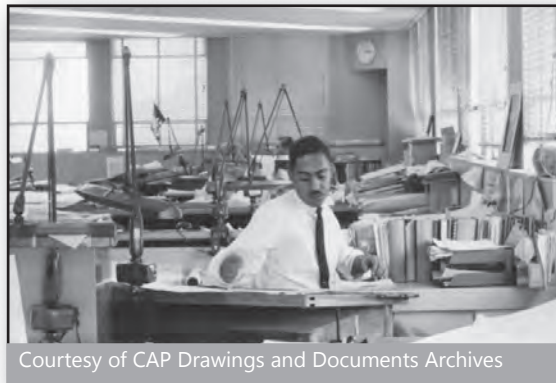
But starting in the 1990s, and gaining momentum after Portland opened its first streetcar loop in 2001, cities across the U.S. have been discussing a new transit option which looks, acts, and operates very much like the original streetcar, and which even proudly uses the streetcar moniker rather than claiming to be anything else. Cities like Memphis, Little Rock, Tampa, Dallas, and Kenosha have instituted new explicitly "streetcar" lines, with almost a dozen proposals now on the books for more.

But while the "new" streetcars look and act very much like the old, they serve a different function from EITHER light rail or the old streetcars. I propose to discuss this recent movement, including a proposal for downtown Indianapolis, and to explore the ways in which this can contribute to our options for new urban movement. (powerpoint talk, with examples from both U.S. and Europe).

Olon Dotson

Edward A. Gibson: Relentless Pursuit of a Career in Architecture

Within the last few years, the Indiana architectural community has lost African American Architects Horace Cantrell, Wendell Campbell, Clyde Woods, Walter Blackburn, David Snyder, and now the first, Edwin Authur Gibson, on November 20, 2011. Mr. Gibson became licensed to practice architecture in Indiana in 1946. He recently volunteered to be interviewed by then, graduate student (now - graduate architect), Brittany Rasdall. The interview was recorded with the assistance and support of Ball State University.



Courtesy of CAP Drawings and Documents Archives

During the interview and filming, Mr. Gibson discussed how he was inspired by the late architect Paul Williams. Williams was a highly regarded African-American architect, practicing in California at the time and was best known for his high quality designs for many of Hollywood's elite. A young Edwin Gibson had the opportunity to meet Mr. Williams prior to attending architecture school at the University of Illinois. As Paul Williams encouraged Gibson to pursue architecture, Mr. Gibson later (and unknowingly) inspired a young high school student, Robert LaRue when Gibson's mother, an administrator at the institutionally

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Chris Baas
Assistant Professor of
Landscape Architecture;

Darrin L Rubino
Associate Professor
of Biology at Hanover
College. Teaching
Areas: Botany, Research
Methods

Les Smith
Professor of Landscape
Architecture

Sarah Mangelsdorf
Assistant Professor of
Dance, Department of
Theater and Dance

James Neirink
Professional
Choreographer and
Dancer

Student Participants:
Department of Theatre
and Dance – College of
Fine Arts

Rachel Brown, Junior,
Dance Major
Evan Cain, Junior, Dance
Major
Cara Calanni, Senior,
Dance Major,
Photography Major
Heather Closson, Junior,
Dance Major, Theatre
Tech Minor
Katie Ellert, Junior,
Dance Major
Molly Gower, Senior,
Dance Major, Exercise
Science Major, Sports
Medicine Minor
Carley Luster, Junior,
Dance Major
Maranda Mastin, Junior
Dance Major
Aaron Price, Junior,
Dance Minor
April Sirokie, Junior,
Dance Major

segregated Crispus Attucks High School, instructed him to present his student work from U of I to a group of eager high school students. Mr. LaRue stated that, “. . . if he could do it, I was confident that I could do it!” So, like Mr. Gibson, Robert LaRue attended the University of Illinois, and later became licensed in 1958. It should also be noted that much of Mr. Gibson’s work is now stored and protected at the Ball State University, College of Architecture and Planning, Drawings + Documents Archives. This presentation will explore the life and career of Architecture Edwin Arthur Gibson, the challenges he faced during times of institutional segregation, how he was able to overcome structural obstacles to become through his relentless pursuit of a career in Architecture, and how his dedication, determination, and legacy inspired others.

Nature as a Window to History

Chris Baas and Darrin L. Rubino
Using Tree-ring Growth Patterns to Date the Construction of Historic Timber Structures: The John N. Wycoff Beater Hay Press Barn, Switzerland County, Indiana

This presentation describes the use of tree-ring growth patterns to date the construction of the John N. Wycoff hay press barn, located in Allensville, Indiana. Beginning in the early decades of the nineteenth century, Mid-Ohio River farmers commercially produced and baled hay for export to east coast cities to fuel urban horses. In response to this demand, Samuel Hewitt invented the beater hay press in 1843. The three-story tall,

animal powered press was housed in a barn type built to facilitate pressing, storing, and exporting hay. The usefulness of the beater press took place in a small window of time that began with Hewitt’s 1843 invention and lasted until the mid-1880’s.



During each annual growing season, trees deposit a layer of cells, a tree ring, around their circumference. Dendrochronology is the science of assigning individual growth rings to the calendar year in which they were formed. By accurately measuring individual ring widths and noting the patterns of large and small rings, an investigator can deduce much information about a tree such as its age, when it began growing, and what its response was to particular climatic events such as droughts. Knowing the construction dates of hay press barns helps identify evolutions of form, and clarify their patterns of landscape distribution. This specific press barn holds special interest to commercial hay culture scholarship since Hewitt was a resident of Allensville when he patented his invention. Therefore, this project has the additional goal of establishing if the barn is an artifact directly associated with the inventor.

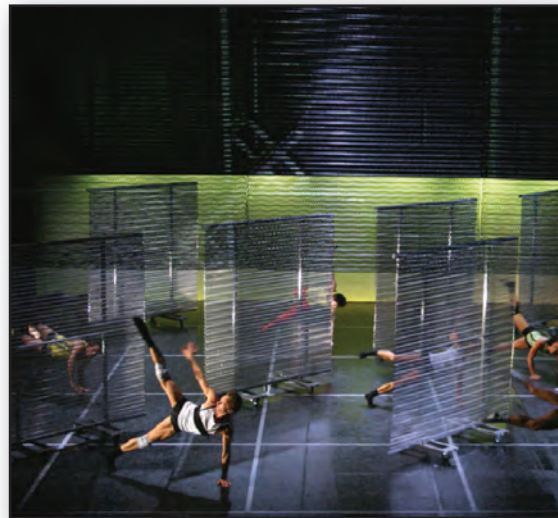
Interdisciplinary Immersive Learning

Les Smith, James Neirinck, Sarah Mangelsdorf & Students
Special Collaboration/Immersive Learning Workshops and Performance

Built spaces are often taken for granted as simply supplying necessary volumes to support utilitarian functions. Some, however, believe that physical spaces and sub-spaces 'emote' their attributes – providing qualities that attract and stimulate human interactions and 'discourses' - yes, "discussions" that support deeper purposes. Approximately 10 dance performance major/minor students have united with approximately 10 CAP students (Architecture, Landscape Architecture and Urban Planning) over the past ten-days. The two groups have teamed up for interdisciplinary 'enrichment/immersive' experimentation to discover and uncover some of these more subtle characteristics and contributions that built spaces passively and actively generate - their 'messages and meanings'. Visiting artist - professional dancer & choreographer James (Jim) Neirinck from Berlin, Germany has been the guide for these explorations. Improvisational movement and dance have become tools to explore, discover, understand and communicate these underlying characteristics harbored in designed and built spaces. Throughout a series of workshops, Jim has directed 'movement' by the interdisciplinary 'troupe' to stimulate impressions and amplify the potential of rather ordinary spaces and sub-spaces here in CAP.

During this session at the CAP Student and Faculty Symposium, CAP students and &

Dance students - now a creative community - will unite in demonstrating these learning/moving/spatial-exploration workshop techniques and conclusions in a few of CAP's 'precious' spaces. Symposium organizers will announce the starting point in the building to CAP Symposium attendees during the lunch break. The session will allow for audience participation in some of the experiments, as well as an open discussion upon conclusion of the demonstrations.



Personal Marketing

Lohren Deeg & Deborah Middleton
The YOU Brand: Initial Steps for Success in Portfolio Design

Discussion of initial organizational structure, precedents, content, and layout of portfolios targeted for the environmental design professions.

College of Architecture and Planning
Brittany Harvey - 3rd year MLA.
Korrie Becht - 4th year BURP
Lauren Brown - 3rd year MLA
Ned Brockmeyer - 3rd year MLA
Allie Hubert - 4th year BLA
Alicia Haydon - 4th year BLA
Lauren Diaz - 4th year BArch
Hana Geswein - 4th year BLA
Timothy Thorlton - 4th year BLA

Lohren Deeg
Assistant Professor of Urban Planning; CAP First Year Coordinator

Deborah Middleton
Assistant Professor of Architecture

Timothy Little
MURP Graduate Student

Nihal Perera
Professor of Urban
Planning
Specializations include
International
development and
planning, landscape/
site design, physical
planning/urban design,
race/ethnicity and
planning.

Documenting Massive Change

Timothy Little

After the Storm: Rebuilding Joplin

On May 22nd 2011, one of the worst tornados in US history struck the city of Joplin, Missouri. The destruction was estimated to be over 3 billion dollars in property damage with over 7,500 homes and 500 businesses either damaged or destroyed. Tragically 162 people also perished in the tornado. The tornado cut a 14 mile-long gash through the city destroying nearly 1/3 of the city. I had an opportunity to help interning with the Harry S Truman Coordinating Council (HSTCC), the regional planning commission of Southwest Missouri. I was immediately put to work, meeting with survivors, assessing their long-term housing needs and providing support to help them to find or create a new permanent home.



When I began this internship I had somewhat of an understanding of urban planning after having completed my first year in the MURP program and having gone on CapAsia, yet this internship gave me an opportunity to use my education in an extraordinary way. I learned about planning on the

ground and what planning is chiefly about: people. In planning, we may call it disaster management, but what it is truly, is helping people rebuild their lives.

Nihal Perera

Post-Disaster recovery: Lessons from the Field

Last year, we saw the worst tornado in Joplin, MO. Later in the year a tsunami ravaged nuclear power plants in Japan. Indicating the arrival of spring, last month, a new wave of tornados swept across the country, extending up through Canada. This initiated another wave of action, discussion, and debate on disaster prevention, mitigation, and recovery among teams of planners, architects, and authorities.

As represented in Naomi Klein's notion of "capitalism disaster complex," there is no lack of agencies who respond to disasters these days. Yet, their effectiveness in helping the victims is questionable. The goal of this investigation is to find the best ways to support the recovery processes of the survivors after a disaster.

The paper will first make a brief and broad comparative documentation of programs adopted by select support agencies after the earthquakes in Gujarat (India), Mianzhu (China), and Padang (Indonesia); hurricane in New Orleans (USA); Indian-Ocean tsunami in Banda Aceh (Indonesia), Hambantota (Sri Lanka), and Phuket (Thailand); tornado in Joplin, MO (USA), and war in Beirut (Lebanon). I will then analyze these interventions in regard to their effects on peoples' livelihoods and recovery processes, approaching it from a survivors' vantage point. From a cultural standpoint, these are different communities, in different countries,

with different notions of recovery. Through this analysis, I will identify the interventions that are most effective in supporting people's recovery processes and draw lessons for post-disaster planning and design.

Cynthia McHone
Curiosity, Photography, and the Modern American Folklore

When do we start to see past the obvious and into interpreting the hidden panorama of life?

For me, it may have started with the game 'Hide the Thimble'. On cold rainy days my mother would keep us kids entertained for hours by hiding a small metal object from her sewing basket. She always placed the thimble out in plain sight and yet it was so easy to overlook this small treasure. If one did not slow down and focus on the task and filter out all the distraction the thimble would remain hidden and the game was lost.

Or maybe, it was all the family vacations across America when my father would let us know, in no uncertain terms, that he would not tolerate sleeping in his car when there was so much to see out of the window. Staying awake was no easy task for my dad loved to drive hundreds of miles nonstop from point A to point B. I can remember fading slowly into sleep and my dad's very powerful voice bringing me back from dreams to the surreal landscapes of Georgia's red clay or the Statue of Liberty at 2 am in the morning.

Perhaps the next level of insight into interpretive seeing came with higher education reading mythology, history, and cultural essays by J.B. Jackson. After undergraduate training in landscape

architecture I moved on to New Mexico for graduate school in photography and urban planning. In the land of enchantment I was spell bound by the imagery of Robert Frank and Wright Morris and the critiques and analysis of Jonathan Green, Estelle Jussim, Susan Sontag, and my Professor Thomas Barrow's dialogue on the history of photography.

These experiences and many more, along with the ability to use a camera have given me a voice to tell untraditional modern American folklore through the use of photography and prose.



Opportunities in Use, Reuse, and Sustainability

Ryan Gallagher
How Structural Salvage Can Benefit a Community

Working with multiple entities including Indianapolis Fabrications, IndyGo, Develop Indy & the Indy Parks Department, People for Urban Progress, a non-profit urban design center, has signed an agreement to salvage the seats and other materials from historic Bush Stadium in Indianapolis, Indiana before

Cynthia McHone
Instructor of Landscape
Architecture

Ryan Gallagher
MURP Graduate Student

Joel Mynsberge
BUPD 4th year

Rob Benson
Professor of Landscape
Architecture

its scheduled demolition and renovation this spring. It is felt by those involved that a local landfill is not the appropriate home for the 10,000+ seats in the stadium, especially during a time when over 90% of IndyGo bus stops lack seating. We (People for Urban Progress) decided that, with some attention to detail, these structurally sound seats could serve a new purpose, as well as become a unique identifier for a city marketing itself as “the Amateur Sports Capitol of the World”. Throughout our work as an organization we hope to encourage the city to think of sustainable solutions to problems we face and to prove that “up-cycling” old materials is paramount to disposing of them and manufacturing new ones.

Joel Mynsberge **Redefining the Dream**

Housing is an important aspect of life that meets our basic human needs. The current ideal for American housing is the American dream of single-family home ownership. The public and private sectors have promoted the American Dream in the past few decades and many people do not receive a fair education about different housing options. For my thesis and CAP Symposium project, I wish to look at how the American Dream has been promoted and its social, environmental, and economic impacts. Based on this and other research and information from our Virginia Ball Center group trip to Washington D.C., I wish to create a model that reinvents the American Dream to fit in a sustainable urban environment. This model is meant

to attract all kinds of families and includes photographs, floor plans, sections, and elevations that illustrate desirable multi-family housing designs.

Visions from Middletown (Muncie)

Rob Benson **Looking for the “Middletown” Landscape: A New Spin on the Sociological Studies of Muncie, Indiana**

During the mid-1920s sociologists Helen and Robert Lynd began the first of their pioneering studies of Muncie, Indiana, as a microcosm of small American cities. They gave it the code name of “Middletown,” reasoning that, “two main considerations should guide the selection of a location for the study: (1) that the city be as representative as possible of contemporary American life, and (2) that at the same time it be compact and homogeneous enough to be manageable in such a total-situation study.” (*Middletown*, 7) This initial effort was intended to identify and evaluate the city’s important characteristics and trends affecting it and others of its ilk. The Lynds divided Muncie into separate land use zones, each distinguished by its individual population characteristics. Their seminal study, published in 1929, was followed by *Middletown in Transition* and *Middletown Revisited*, and by *Middletown*, a tell-all and locally controversial public television series in the early 1980s.

In *The Nine Nations of North America* (1991), Joel Garreau described the nearby state capital of Indianapolis as the only major

city in America with no natural advantages whatsoever. According to Garreau, its only significance lay in its location at the intersection of the boundaries of three of his most important designated "nation-states:" the "Breadbasket" to the west; the "Rust Belt" to the north; and "The South," defined as the area "below" the Ohio River. Situated on a vast expanse of glacial outwash plain, Muncie shares that distinction for, like Indianapolis, its only noticeable natural feature is the anemic White River which winds its weary way westward through the community. The resemblance, however, ends there. The overwhelmingly flat and impersonal surrounding agricultural landscape is intensively farmed, interrupted only by wetlands which cannot be drained for cultivation and a few fossil woodlots.

The urban landscape of Muncie is equally as bland as its agricultural counterpart owing to the lack of vegetation on major thoroughfares and the overwhelming proliferation of manicured lawns and specimen trees or shrubs as the lowest aesthetic common denominator and domestic landscape of choice. Nevertheless, because of or perhaps in denial of greater and lesser anonymity, these small territories are often enlivened by an impressive array of personalized characteristics expressing everything – often quite creatively – from individual preferences in plants to multimedia extravaganzas at special times of year. This paper attempts to examine efforts to establish individual identities by front yards and analyzing the landscape preferences of the owners and culture of which they are members. As a springboard to analysis, the land use zones, identified by the Lynds, will provide a geographical, social, economic, and cultural starting point for a working

theory as well as the structural and spatial framework for a visual inventory.

There have been numerous theoretical treatments of the vernacular, i.e., un-designed, landscape in recent decades such as the works of J.B. Jackson, John Stilgoe, D.W. Meinig, May Watts, Pierce Lewis, Nan Fairbrother, Paul Groth, etc. None of these, however, is particularly site specific, and it is the intent of this study to test the thesis that these "mini-Muncies," are touchstones of cultural and aesthetic landscape preferences in the same way that the larger community has proved to be of trends discussed in the Lynd's initial and subsequent analyses. With that in mind, various parcels will be evaluated for their form, structure – or lack thereof – and layers of meaning as well as aesthetic and geographical influences. Collective and individual aesthetic traditions in relationship to contemporary design preferences will be identified and discussed, particularly with regard to the generic landscape type often described as "picturesque." The importance of European (especially English) influences in these preferences at the site specific scale will also be assessed. Ultimately, more in-depth knowledge of our contemporary psychological and aesthetic heritage could be of value in our continuing efforts to design healthier and more humane communities.

Lisa Dunaway, Bithia Ratnasamy, Jacob Egan & Rachelle Enochs
The Whitley Neighborhood Action Plan

The Whitley Neighborhood Action Plan (WNAP) was an immersive learning project for the Neighborhood Planning Studio. Students held public meetings, worked with residents, and created an action plan for the neighborhood. The plan was developed into

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 Urban Planning
 Instructor with research interests in ecological planning, urban habitats, sustainable development, design communication media, and physical planning

Bithia Ratnasamy
 Urban Planning, 3rd Year

Jacob Egan
 Urban Planning, 3rd Year

Rachelle Enochs
 Urban Planning, 3rd Year

Cynthia Brubaker
Instructor of
Architecture

Kayla Hassett
MSHP Graduate Student

Harry Eggink
Professor of Architecture

6 different initiatives based on the concerns and needs that were given by the Whitley Neighborhood. Students then looked at case studies and recommended strategies that would help the community and its members reach their goals. The final product that was submitted to the Whitley Community Council was a complete Whitley Neighborhood Action Plan and Citizen Workbook.

Cynthia Brubaker & Kayla Hassett Industrial Muncie

Brubaker and Hassett will report on their ongoing research for a scholarly essay on Muncie's industrial heritage to be published in an upcoming Indiana University Press book. They will focus on the remaining factory buildings and residences of factory workers and industry founders, to paint a picture of the great diversity of industry Muncie enjoyed beyond the known entities such as Ball glass and the automobile industry.



Most iron bridges in the state and many across the country were built at the Indiana Bridge Company, whose plans and patterns reside at Ball State's Archives. Pottery works, bronze and silver, "baby jumpers," lawnmowers and fencing—even

pianos—were once manufactured in this town. And amazingly, the physical evidence still exists.

Blocks and blocks full of factory worker housing line the streets of Muncie and, there are scores of large stately homes once occupied by the barons of the early industry, not found in other towns of comparable size. What is the relationship between these three types of architecture, both historically and contemporaneously? How could the residents of Muncie today use the awareness of this history and these vacant industrial structures to revitalize and re-diversify their economy?

Travel, Visual Notes, and Pedagogy

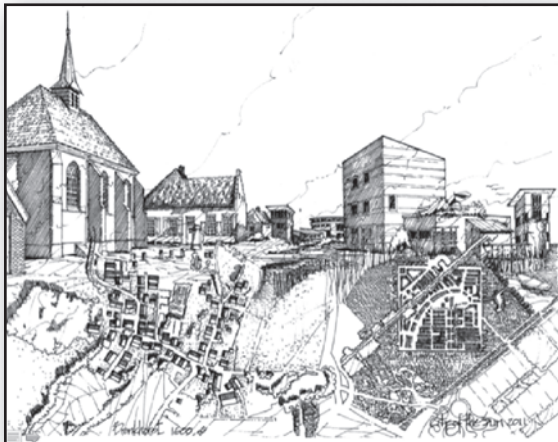
Harry Eggink From Visual Memories

As designers we create a lifestyle of travel, to observe, to document activities and environments, and to capture memories.

In time these drawings take on a life of their own and start to tell stories of discoveries, inventions, and inspirations. These visual sketches and notations evolve into more detail, more precise drawings and start to become lessons for demonstrations, processes, or exhibit material.

As teachers in design communications, our world is embedded in visual thought. We record our travels, visualize our thoughts, jot down our designs through abstract doodles to refined drawings, on everything from napkins to selected surfaces with anything that marks or scratches, to precise instruments, at endless periods. That is

our world, but how do we communicate and teach that? How do we transfer our passion for venturing into this environment of discovery into a basic tool in conceptual thinking for the creative class?



ARCH 429 Students Architreks Fall 2011

This presentation by students of case studies is a result of the "Cultural and Social Issues in Architecture" course taught at Ball State University by Professor Pamela Harwood, AIA. Taught as a fourth year class in the College of Architecture, students are introduced to various ways of understanding social and cultural processes within the built environment. Through examining social, political, cultural, technological, environmental and psychological issues, we are able to understand the issues influencing architecture and spatial behavior.

Every fall semester it has been a tradition of the College of Architecture and Planning at Ball State to incorporate a one-week field trip (Architrek) as part of the student's studio education. The fourth year architecture design students traveled to various cities across the United States to explore social/cultural settings and attempt to understand

the successes and failures of buildings throughout our country. Students were given the task of conducting a Post Occupancy Evaluation, a common research tool used in the building industry, to understand the overall quality of a building. Several previously established criteria were used to evaluate each building, with topics ranging from Structural Systems to Privacy and Personal Space.



For seven days, students observed firsthand some of the most remarkable examples of architecture in the country. Projects by world-renowned designers such as Santiago Calatrava, Rem Koolhaas (OMA), Steven Holl, Renzo Piano, Richard Meier, and I.M. Pei, among others, presented students with highly-refined examples of built works that respond to their context and offer a true sense of place.

Lohren Deeg The Indianapolis Monument Circle Competition

Presentation on the Indianapolis Monument Circle Competition. Notes on its history and original architect, the two studies commissioned in recent years, and results of

Architreks Students
Paul Desmond
Colin R. Marshall
Matthew C. Nichols
Nicole Miller
Craig Genet

Lohren Deeg
Assistant Professor of
Urban Planning; CAP
First Year Coordinator

Bruce Frankel
Professor of Urban
Planning

Vera Adams
Instructor of Urban
Planning

the winners and runners up. Author was part of a team that placed third.

Innovations and Urban Invention

Bruce Frankel **Technology Parks: The University as the Engine for a City's Economic Development**

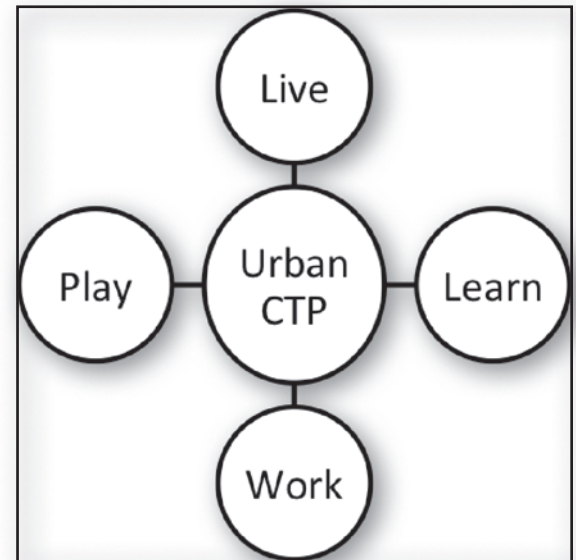
Relative to the economy, the traditional role of universities is to prepare students for the labor force and/ or entrepreneurship. We follow alumni in our hope that they will succeed.

Witness a dramatic revision of that role to the provider of businesses in a unique collaboration with government and private enterprise. Witness the most recent shift in State funding toward STEM, a competitive disadvantage for BSU. It is now either add to the economy or perish.

The concept is the commercialization of the ideas and technology generated by the university. The creation is a knowledge-based economic agglomeration.

Certified technology parks [CTP] are sanctioned and subsidized by state government. Of the 19 CTP's in Indiana, Muncie has by far the smallest, and squandering a reliance on its potential economic engine, Ball State. The paper examines various models of CTP's, inclusive of the four parks sponsored by Purdue and Indianapolis's "urban park," attendant to IUPUI and conceived from San Francisco's Mission Bay CTP. The model borrows from a familiar trilogy in urban land use – "live, work,

play," but now with the paradigm expanded to "learn." We then explore a structure for BSU's involvement, including key roles for CAP disciplines and institutes.



Vera Adams **Gordon Cullen's Townscape Towns Revisited 1961-2011**

Evesham, Ludlow and Shrewsbury, three of Gordon Cullen's 1961 Townscape towns are revisited in light of 50 years of development pressure and planning. Case study research on townscape attributes is illustrated with digital photography, a matrix of planning mechanisms and demographic summaries.

Cullen's townscape movement of the 1950's displays lessons for the sustainability movement of the 2010's with planning/ design mechanisms used to preserve/ promote the urbanity of town centers and their juxtaposition with the adjacent open countryside.

Current conditions of these historic English market towns, located along the Welsh border with England, are displayed

digitally along side Cullen's sketches and photographs.



Local Plans illustrate how both town and country are preserved and promoted via local, regional and national planning which require in Evesham, for example:

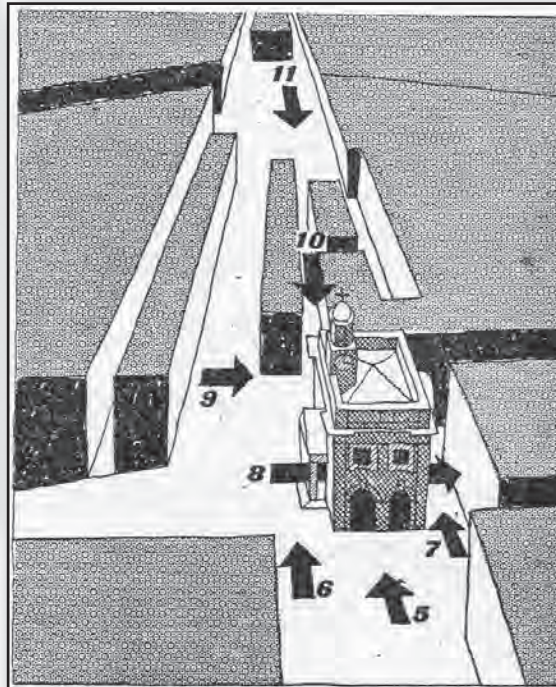
- green belts,
- sequential preference for development,
- capacity of existing social infrastructure to support development,
- retail allocation to the town center,
- delineated primary shopping frontages,
- conservation areas.

Interviews with town planners illustrate how Cullen's challenges and recommendations were managed in Ludlow for example where population has grown from 3,000 in 1961 to 10,000 in 2001, i.e.,

1. Cullen noted that "Ludlow's center is an ideal example of a small town center" and "stands the greatest danger of development ...obliteration of the center to provide space for car parks" and other auto oriented uses. How have you managed this challenge?
2. Cullen noted that the "advantage to living in a small town is having the country side ever-

present"; with Ludlow elevated with "streets that disclose a distant view." How have you managed to maintain this relationship of town and country?

3. Cullen noted that "this is a town, an area for living, walking about and standing about in, not a collection of separate streets". How have you maintained Ludlow's "urbanity"?



Chris Baas

Concrete in the Steel City: Constructing Thomas Edison's House for the Working Man

In 1906 Thomas A. Edison patented a metal form and a method for constructing a concrete house in a single pour. Edison promoted the invention as a means to rescue American working-class families trapped in industrial tenements. Concrete houses were described as fireproof, sanitary, and vermin-free. More importantly, they brought the prospect of home ownership to lower income industrial employees. Also in 1906, the United States Steel Corporation created the city of Gary, Indiana, to support its new works on the south shore of Lake

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Assistant Professor of
Landscape Architecture
Research interests
include:
Indiana's Historic
Landscapes, Cultural
Geography, and
Landscape Restoration

Michigan. Immediately, the city's private market was unable to meet the domestic housing needs for the thousands of new workers. In response to this problem the Gary works of the United States Sheet and Tin Plate Company, a U. S. Steel subsidiary, constructed concrete flats and houses for the employees relocating from its eastern mills. The Tin Plate announced the idea for concrete houses in August 1910, and by 1914 they had constructed 92 concrete buildings containing 120 dwellings: 6 concrete apartments of four units each, 6 three-bedroom cottages, and 90 two and three-bedroom terraced houses.



Although Edison never met with the Tin Mill executives or set foot in Gary, he was quickly associated with the construction of the Tin Plate dwellings when reformers and journalists labeled the project as the first test of the invention. Since concrete construction held great promises in making home ownership affordable, was promoted by a celebrity inventor, and was to materialize in the City of the Century, all the virtues that concrete houses promised were projected onto the Gary project. Success in Gary could change the fundamental nature of industrial residential districts in American cities, and perhaps the residential neighborhood fabric for all American classes. If the Tin Mill

succeeded in producing concrete houses, then other industrial communities devastated by tenement housing could as well. At its most wide-ranging application, our early twentieth-century residential neighborhoods of stick-built Craftsman and revival style cottages could just as easily have been city block after city block of concrete homes.

Nature and Simulation as Educators

Chris Marlow

Making Games for Environmental Design Education

This paper features a pilot study about making games to foster good contemporary learning, challenging traditional environmental design education to embrace games as a means to inspire better teaching and learning, and contributing to the general lack of investigation of video games in environmental design education. Alongside select literature supporting playing and making games for learning, this paper reveals design processes and products from an immersive, interdisciplinary, landscape architecture elective course on game design. Evidence suggests that designing and making games in the context of such an environmental design curriculum has great potential to stimulate traditional pedagogies and foster student learning, provide an enriched venue for students to learn about their chosen discipline, and make teaching and learning more fun, meaningful, and memorable. Discussion also indicates future directions for how the course could provide

an even better environment for quality learning.

Brett Jackson

Following Nature's Design Principles & Solutions

Following Nature's Design Principles & Solutions utilizes the naturally occurring phenomenon of plants and microbial bacteria to communicate, called "cross-talk", as a central approach in addressing human-dominated landscape simplification. Through emitting Volatile Organic Compounds (VOCs) these organisms can provide one another with valuable information regarding nutrient and depredation sources. The site is designed through a series of diversifying and simplifying species gradients with VOC sampling transects running contiguous along these gradients. The sampling gradients, resembling top-down and bottom-up research methodologies, are then analyzed, comparing them to control samplings taken on-site. This project seeks to identify the threshold of plant and microbial bacteria species diversity required to provide natural systems with adequate complexity to be self-sustaining and capable of complexifying over time. A sustainable education center located at the Cooper/Skinner property is designed through the homogenization of constructed landscape grid and natural systems patterns. The sustainable education center facilitates VOC research in addition to educating individuals on landscape diversity, ecosystem services, and non-renewable inputs in

relationship to constructed and industrialized landscapes.



Spring 2012 LA Design/Build Class + Les Smith

Progress of the J. M. Craddock Wetland Nature Preserve

The largest and most complex design/build work undertaken in the past twelve years of the Landscape Architecture Design/Build program is underway this spring. The current design/build class team is designing and constructing the final 'capstone' facility to support passive recreation and environmental education at the urban wetland site at the John M. Craddock Wetland Nature Preserve (JMCWNP). The project involves the installation of an 'iconic' learning center pavilion to fulfill the necessary support facilities for this urban nature preserve, already adorned with arrival plazas, board walks, trail development and vegetation restoration from four previous year's LA design/build class outcomes. The JMCWNP is a 30-acre site that is a 12-15 minute bike ride from campus on the White River greenway trail, located beside the White River on the city's near-east side. After the learning center pavilion is completed, the JMCWNP will serve Muncie and Delaware County residents, school groups, and regional 'nature lovers' with passive

Brett Jackson
MLA student

Les Smith
Professor of Landscape
Architecture.

Student Presenters:
Kevin Snyder, BLA 4th
year
Chadrick Miller, BLA 5th
year
Anthony Pequignot
Construction
Management 3rd year
Paloma Aranda-Prado,
BArch 4th year
Timothy Thorlton, BLA
4th year
Alan Gogins, BLA 2nd
year
Yuan fan Gu, MLA 1st
year

John Fillwalk
Director of the Institute
for Digital Intermedia
Arts and Senior Director
of Hybrid Design
Technologies

recreation and environmental education learning experiences.

This Spring 2012, the LA Design Build class was granted BSU Immersive Learning funds to employ an adjunct licensed/professional structural engineer who is supplying design/engineering review and certification for the JMCWNP pavilion structure, while contributing important exposure to and teaching of engineering and construction principles in informal face-to-face (on-campus and on-site) interaction and instruction. The engineering expertise (awarded to Lisa Crandall, PE - Crandall Engineering, Inc.) is allowing this pavilion project to be elevated to more unique and expressive designs and construction techniques, utilizing cable and chain suspension systems to cantilever the pavilion platform over the wetland basin. The student design team will host this CAP Symposium session, presenting imagery and descriptions of the complex design and engineering process, to date, as well as a 'progress report' on the construction process, just underway.

Digital Dialogues: From Virtual to Making

John Fillwalk
The Use of Virtual Worlds in Art and Cultural Heritage Simulations

This presentation will highlight two current simulation projects in development by the

Institute for Digital Intermedia Arts [IDIA Lab] at Ball State University.

John Fillwalk and IDIA have been commissioned to design and build a virtual environment and artworks for the upcoming Eli and Edythe Broad Art Museum at Michigan State University. The physical Museum in East Lansing Michigan, designed by architect Zaha Hadid, is slated to finish construction in Fall 2012. Museum Director Michael Rush commissioned Fillwalk and the IDIA to create several dynamic virtual artworks for the Virtual Broad Art Museum project (VBAM). IDIA is developing the project in the game engine of Unity 3D which will allow the virtual world to be experienced entirely within a web browser.

IDIA Lab is also designing and producing a virtual simulation of the villa of the Roman Emperor Hadrian, which is located outside of Rome in Tivoli, Italy. This project is under contract with the Virtual World Heritage Laboratory (VWHL) at the University of Virginia (UVA), directed by Dr. Bernard Frischer and funded by the National Science Foundation. This large-scale recreation will reconstruct the entire villa complex in consultation with the world's foremost villa scholars and educators. The project is being authored in the game engine of Unity 3D as a live 3D multi-user online learning environment and will allow students and visitors to immerse themselves in all aspects of the simulated villa.

The project will not only accurately recreate the villa buildings but also include a complete Roman avatar system, non-player characters with artificial intelligence, furniture, indigenous vegetation, dynamic atmospheric system and sophisticated user interface. The interface will not only provide learning,

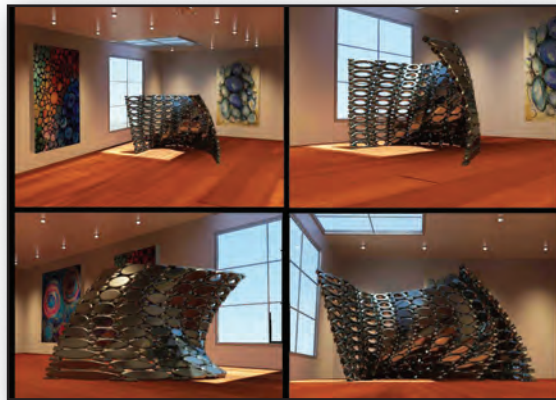
navigation, reporting and assessment opportunities but will also allow users to change the position of the sun to any date in 130 AD using data from the Horizons database at JPL NASA - testing theses of astro-alignments of architectural features during solstices and equinoxes.

Antonieta Angulo & Josh Vermillion A Leap towards the Comprehensive Training of Digital Design via Parametric Thinking

The paper describes the new implementation of an existing foundation-level course on digital design (ARCH263) and its contribution to the curriculum of the undergraduate pre-professional architecture program. Digital design is a domain that closely relies on information technology and that dependency drives constant change in the content and the format through which the teaching and learning of digital design happens. The course is aimed to provide awareness of a wide range of design-oriented digital programs, techniques, and skills. Throughout the course, each assignment called for the generation of creative geometrical solutions for well-defined design problems. Most importantly, each assignment was crafted to foster the manipulation of intangible parameters through parametric thinking (implemented through simple scripting and graphic parametric design tools) and to visualize the performative impact of these parameters. Using these methods the students were encouraged to perform strategic decision-making processes through the generation of multiple alternate solutions.

The authors' pedagogical aim in introducing parametric thinking in a foundation course, was to create a cognitive shift in our students' design thinking—from form as a purely

aesthetic concern—to understanding and valuing the connections and dependencies between form, materials, and performance. The course was designed as a modular, practice-based learning framework of small projects, which promoted an incremental build-up of skills, and demonstrated the flexibility of digital procedures that could adjust to emergent design processes and non-linear design methods. This paper discusses, in further depth, three methods that helped the students to increase their understanding of the use of media and representation as a multi-faceted set of tools to execute design, namely: prototyping, testing, and reflection.



The paper also briefly elaborates on the multi-layered system used by the instructors to deliver the course and show, through illustrations, the body of work produced during this first semester as a cumulative demonstration of student learning outcomes. Based on these learning outcomes and data from students' evaluation, as an indication of perceived learning, the conclusions will summarize the instructors' understandings of successful and yet-to-improve aspects of the course material and discuss future

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Practice plus Education
Research Interests
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Digital Design,
Visualization, Hospitality
Design, and Information
Technology in Design
Education

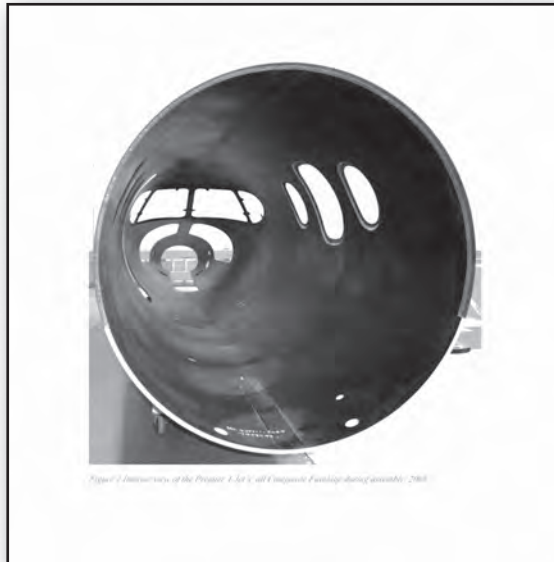
Joshua Vermillion
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Researchs Interests
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Digital Fabrication,
Parametric Design,
Robotic Architectures

Mike Silver
Inaugural Design
Innovation Fellow. He
earned his master's
degree in building
design from Columbia
University and a
bachelor of architecture
from the Pratt Institute.

Joe Bilello
Professor of Architecture
His research on
sustainability,
building performance,
professional practice/
design interface,
community
development and
architecture education
has been published
and presented
internationally.

trajectories for the constant evolution of this
ever-changing digital design course.

Mike Silver Beyond the New Materialism



This 15-minute talk will attempt to define architectural aesthetics as a process that exceeds both utilitarian, sustainable and process based protocols. Currently a new generation of architects has rejected the linguistic turn in architecture by pursuing scientific definitions of architecture based on modified neo-functional values. By overestimating the importance of materiality and performance designers run the risk of shortchanging architecture's expressive power. With this unfortunate shift in thinking hard philosophical problems like the nature of time, consciousness, motion and human freedom are ignored.

The result is an impoverish building culture that is incapable of dealing with the truly

important questions of life and human existence. Worse still is the formulation of aesthetic theories that confine production to economic or material conditions. Essentially, beauty is being defined as a material process rather than subjective encounter. Once again poetry takes a back seat to science and its naive brand of realism.

Down Under

Joe Bilello & Students in Australia Sustainability and Resiliency design for Coastal Environments of Australia: The Lennox Head Alstonville Surf Life Safety Club

They will present field study observations, interviews with locals, precedents found in exemplary surf clubs in Australia, a program for design with the aforementioned foci, and design explorations, that address the complex set of issues surrounding coastal environments design for a community landmark at a time of climate change, beach erosion, the prospects of rising sea level in a place of rising property values, growth boundaries and the like.

BALL STATE UNIVERSITY

GEOFFREY CANADA

“Leadership Is Only as Great as Those Around You”

PART OF THE 2011–12 EXCELLENCE IN LEADERSHIP SPEAKER SERIES



When: 7:30 p.m. Wednesday,
April 4

Where: Emens Auditorium

Admission: Free

In his 20-plus years with Harlem Children’s Zone Inc., Geoffrey Canada has become nationally recognized for his pioneering work helping children and families in Harlem and as a passionate advocate for education reform. His work has been featured on *The Oprah Winfrey Show*, *Today*, *Nightline*, on National Public Radio, and in a Davis Guggenheim documentary, *Waiting for Superman*.

Project partners include Muncie Action Plan (MAP), Muncie Public Library, E.B. and Bertha C. Ball Center, Freshman Connections, Center for Middletown Studies, Building Better Communities, and East Central Indiana’s Leadership Training Institute (LEAD ECI). A Ball Brothers Foundation grant, the Edmund F. and Virginia B. Ball Fund at The Community Foundation of Muncie and Delaware County Inc., Ivy Tech East Central Region, and Sherry Laboratories all provided funds to support this endeavor.



www.bsu.edu/eil/speakers

Ball State brings prominent leaders to campus to speak and interact with our students. We encourage fairness and balance in education and ideas. Find more speakers and events on campus at www.bsu.edu/calendar.

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