

SCI-Arc V. Fall 12 Studio
DUET 2
Michael Rotondi / Ilaria Mazzoleni
SCI-Arc Fall 2012

Recently we saw another hurricane (Issac) hit the southeast USA with a force that was greater than human resistance or defense. What we witnessed was an intense interaction of **land – water – people.**

In the last couple of days Roto has been visiting the Mississippi River Delta region.

Roto is participating in a year long study of deltas on 3 continents.

Each delta has it's own particular issues but they all have one thing in common –

Their natural interactions have been radically modified by human settlements, creating disasters.

They a wonderful spectacle when we are tourists, in uninhabited places , but a tragedy when it hits where we live.

This is an environmental issue, a social issue, and an economic issue.

Each aspect has it's own constituency with their own arguments about priorities and who is right.

3 forces, 3 time scales, with 3 agendas, all out of sync with each other.

It is a messy confrontation with no end in sight.

What it makes me think about is

*1_the ideal and normative relationship of **environment – society – and economy** –*

2_the varying scales natures' forces of that are sometimes beyond comprehension or preparation.

3_the Human Enterprise is a great wonder, very complex, and most stubborn of all life forms

4_we are responsive and adaptive to all forces that challenge our survival

this is when we are the most altruistic and inventive

5_and beyond responsive and adaptive – like creatures of all sizes, we are constructive –

to be creatively constructive is biological necessity.

to be so in a quest for equilibrium is an evolutionary imperative.

Project

An Educational Village for an inner city organization with a mission to educate at-risk youth with a trans-disciplinary curriculum of arts, science, humanities. This new site will allow this organization to experiment with new curriculum concepts and delivery that will enhance and expand their current mission.

The definition of school and education will be much broader in it's reach, more open minded in it's content and structure, and more interactive in it's approach. Mobile Learning will be

The education system will be location and project-based, in theory and will use the entire site as a classroom along with the new buildings. The school is also interested in embedding various business models that enhance the education model with a sense of entrepreneurship and to create long-term income for the organization, and revitalization for the adjacent towns of Frazier Park and Lebec.

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Site :

Tait Ranch is in Frazier Park, a small town of 3000 pop. 2 hours north of Los Angeles off the I-5 at Tejon Pass. The site is 300 acres of constantly changing landscape (growth and erosion), mountains to foothills, to alluvium, to flatlands, to river wash to valley. All of this is the potential classroom – It will be conceived as a teaching landscape. These transverse (e-w) mountains at the southern boundary of the central San Joaquin Valley connect the Sierra Nevadas on the east to the Coastal Range on the west. This link allows animals to migrate without fences and is essential to the performance of the overall ecosystem of this region of California.

Program: *education, commerce, agriculture, civic engagement, recreation, residential,*

An education village, a retreat, a conference center, a leadership institute, a think-do institute, a festival hq, a park, a store, a restaurant for experimental chefs, a community center, a city hall, and parade grounds, a community farm, markets, memorial gardens, research center with new charters, a cultural and natural history center.

The program of uses and activities will be diverse, a microcosm of a city and intertwined like a rain forest. The question to answer here with innovative planning and programmatic strategies

Q 1

“Is it possible to have the sensibilities and values of an agrarian society, the density of a rural village, and the intensity of urban life?”

The project will also work to answer what may be an unanswerable question that will be the trigger for our curiosities and imagination as we explore the inevitable relationship of humans and their ever-changing environmental contexts.

Q 2

“Is it possible to conceive a grand ecology integrating a society of people that are purpose driven, the natural and reconstructed environment they inhabit, and an economic strategy that is generative and sustainable?”

We will compare the conceptual structures of environment, society, and economy and metaphorically convert them into conceptual structures for landscape and architecture.

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the Themes

Time..... *scale, interval duration*

Space.....*medium for bodies in motion and at rest*

Light.....*outer light of nature gives meaning to the inner light of the mind*

Scale..... *worlds within worlds*

Cosmology..... *single coherent framework of knowing*

Transformation..... *transition from one medium or state to another*

Symmetry.....*mirroring, conservation of energy, equilibrium*

Cooperation.....*an evolutionary imperative, biological necessity*

Play.....*intrinsically motivated activity and central to learning*

Pattern..... *index of matter energy and form over time*

the format

Visual Thinking.....*conversion of words into images*

Systems Thinking.....*dynamic relationships of parts to whole*

Creative Dialogue.....*art of listening*

the Concept

Cosmology.....*to see the world spontaneous and whole*

Beginners Mind.....*to see the world as if for the first time*

Evolution.....*to see the world as a process of change over time*

the Words

Process.....*inter-activity (on becoming)*

Order.....*inter-relationships (on meaning)*

Unity.....*inter-dependence (on being)*

the Other Words

-*responsive, adaptive, constructive*

-*complexity, continuity, coherence, conversion, convergence, conservation, cooperation*

-*subjective, objective, projective.*

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the Questions

time structures..... "Is it possible to have a long term vision in a short cycle world?"

intuition..... "Is it possible that at the moment of birth we are all knowing?"

faith to reason..... "What was gained or lost when alchemy became chemistry?"

social..... "Is it possible that cooperation is an evolutionary imperative?"

economy..... "Is it possible that we are 'hard wired' for scarcity and not abundance?"

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postscript

Land as varied and unique as Tait Ranch has many natural assets, most significantly it's location, natural terrain, and water. The objective of an environmental and land use planning study parallel to a concept design proposal will be to identify these assets and propose ways to unpack their intrinsic value for the long and short term benefit of SEA, the community it serves, and its neighbors in Frazier Park.

For 40 years SEA has quietly gone about its work improving the lives of children and families through education with the long-term intention of strengthening the communities of these individuals. It has conceived, invented, and developed programs that are tried. They have real value. Some of these programs are scalable in ways that could extend SEA's reach into the wider world.

From Dirt to Dollars and Beyond

"Is it possible to good and do well at the same time?"

SEA and its programs have great value, the Tait Ranch with its varied landscape and its water rights has great value. SEA has been a proving ground for its evolved mission and it is worth considering TAIT Ranch as the experimental site for advancing that mission guided by its long term Vision. The process for imagining the potential and unpacking the value of TAIT will open the window to new ideas that extend SEA's reach while enhancing existing programs and projects. This is a great opportunity.

Vision and Action

"Is it possible to move forward with Vision and a sense of urgency?"

"Yes, and this relationship is essential to the long term survival of any living organism, especially a human learning organization. The development of a strategic plan is essential to making short-term decisions in the broader context of a long-term vision. This is effective and efficient. It is a way to build into any day-to-day process, a mechanism for change that is coherent and flexible. Also, it is the basis for any system to operate with purpose, direction, and an economy of means'.

Principle : Conservation (memory) and Change (action)

Learning from Others

"Is it possible to expand how we think about what we do, and how we do it, while moving forward with new initiatives, without reinventing the wheel?"

"Yes, this is possible and easy to do by using the concept of out-sourcing.

The quickest and most economical way to initiate change in an organization is to use the model of 'open source systems'. There are a lot of people with a depth of knowledge, advanced ideas, and sound practices in many fields who are willing to participate and share knowledge and skillsets when the opportunity arises.

Bringing these people to the site with the ambitions of a curator and creating an intense matrix of activities like a social director with a vision will be the beginning of unexpected growth of learning.

Collective learning shapes the evolution of human societies.

We learn more, faster when we are in proximity to others.

Guiding PRINCIPLES

These 3 concepts will serve as a framework for analyzing and re-interpreting the landscape at Tait Ranch. They will guide our thinking throughout the creative process. Overall our objective is to establish land use concepts, policy, and practices that are sustainable in the long term, ecologically, economically, and socially, within the context of SEA's values, vision, and its evolving mission to enhance existing programs, broaden its social engagement, and increase its public profile.

Learning and Teaching

The objective is to create a variety of unique experiences and event spaces that at Tait Ranch that will trigger imagination and enhance intelligence. The land stores the memories of its natural history, geologic to life science, so every experience moving across the landscape can be an opportunity to learn and to teach

Whether it is planned or otherwise, so conscious design and intelligent placement of new buildings, vegetation, pathways, and places is essential. Individually and collectively evolution has mandated that we be learning organisms.

Dynamic Equilibrium

The objective is to make constructive choices that integrate a diversity of parts and sub systems into a greater systemic whole, while keeping the integrity of the parts. This is the condition of a system in which all competing influences are balanced, in a wide variety of contexts. This also presupposes that there will be a constant drift into complexity.

Dirt to Dollars

:

The objective is twofold. First we need to identify the natural assets of the landscape and propose ways to unpack the intrinsic value for the long and short term benefit of SEA, the community of people it serves, and secondly, we need to make the land work in terms of creating revenue streams to help benefit SEA Inc.

Economic modeling will analyze long-term trends; business modeling will propose potential uses. Financial modeling will define the instruments and performance.

Grading Procedures and Course Policies

Grades will be determined based upon quality of work produced, improvement over the course of the semester, completion of project requirements, quality of participation, attendance, attitude and ethical conduct. SCI-Arc grading policies will be discussed on the first day of class, and any questions regarding grades or policies should be directed to the instructor and/or Lisa Russo, the registrar. A passing grade in the course requires committed completion of all projects, including the summary portfolio. Incomplete work will not be evaluated. No grades will be issued without the submission of each student's summary portfolio (see Requirements).

From the SCI-Arc Student Handbook: SCI-Arc employs a narrative grading system, as follows: credit with distinction (CR+), credit (CR), marginal credit (CR-), conditional credit (CCR), no credit (NC), incomplete (I) and withdrawal (W). The grade of no credit (NC) is given whenever cumulative work, final work, and/or attendance are unsatisfactory. It is also given when a student fails to submit a final project or fails to take a final examination without prior approval from the instructor. No credit (NC) grades cannot be altered.

GPA Equivalent:

Grade	Point equivalent
CR+	4.0
CR	3.35
CR-	2.7
CCR	2.0
NC	0.0
I	0.0
W	0.0

Studio Policies:

The course meets M-W-F from 2-7pm. Attendance is mandatory for the entire duration of the afternoon, including at critiques, pin-ups, and reviews. If you do not present your work you will not receive credit for the course. Students are required to work in class and to have all required work available during class time. You are not to work on other classes during this class. Leaving in the middle of or prior to the end of regularly scheduled class times will result in an absence. Grades will be determined upon the quality of work produced, improvement over the course of the semester, completion of project requirements, quality of participation, and attendance.

Academic Integrity Policy (from SCI-Arc Student Handbook)

SCI-Arc believes strongly in the integrity of the work of individuals. Student work that presents the ideas or words of others as the student's own adversely impacts the whole school and may lead to immediate dismissal. Academic dishonesty, including

cheating, plagiarism, commissioning academic work by others, or performing academic work on behalf of another student, is strictly prohibited.

Attendance Policy (from SCI-Arc Student Handbook)

Any student who is absent without an acceptable excuse more than three times during a fifteen-week term will receive a grade of no credit (NC) for the course. Instructors may impose more stringent attendance requirements and should make them clear at the beginning of the term. It is legitimate for the instructor to view unexcused lateness or departures from class as full absences.

Incomplete Work

A student may receive a grade of incomplete (I) by requesting permission from the instructor prior to the date of the final examination or presentation. Permission will be granted only under extraordinary circumstances and usually for medical reasons. Incompletes must be fulfilled to the satisfaction of the instructor no later than six weeks after the end of term. The student is responsible for providing the instructor with the “Request for Credit” card used for this purpose. This card must be signed by the instructor and returned to the Registrar’s office. Failure to do so will result in the incomplete (I) being changed to a no credit (NC). No credit grades cannot be altered.

Appeal of a Grade

Evaluation of a student’s performance in each course is the responsibility of the instructor for that course. If the grade is disputed, a student may appeal to the instructor for a review. If, after the review, the student still believes that a grade has been assigned unfairly, the student may submit a written petition with a copy of the transcript and portfolio, if necessary, to the Academic Counselor and a committee of the program directors and faculty will review the work. The petition must clearly state the reasons for the appeal. Petitions must be settled and a final grade submitted to the registrar no later than three weeks after the end of the term in which the course was completed. The program director’s decision concerning such an appeal is final.

Ownership of Student Work (from SCI-Arc Student Handbook)

Physical copies of student work submitted to the school to satisfy course requirements—including, but not limited to digital files, papers, drawings, and models—become the property of the school. SCI-Arc assumes no obligation to safeguard such materials and may, at its discretion, retain them, return them to the student, or discard them.

Notwithstanding whether it retains the physical copies of such student works, SCI-Arc shall have a non-revocable royalty-free, worldwide right in perpetuity to use, reproduce, display and exhibit works created by students in the course of their studies at SCI-Arc in publications about SCI-Arc, on its website, and otherwise, and shall have the sole right to publish or display work in collections which include other SCI-Arc students, without compensation to the student. The student shall have the right to publish or display the work he/she creates in the course of his/her studies at SCI-Arc in collections of only his/her own work. SCI-Arc and the student will have joint ownership of the intellectual property embodied in the works

created by the student in the course of his/her studies at SCI-Arc, and except as limited above, each shall have the right to exploit such intellectual property without accounting to, or compensating the other.

Archiving

Selected students will be required to submit physical examples of their work and digital examples (on a clearly labeled CD), no later than one week after the end of term, to their instructors or administration for archiving and, at SCI-Arc's election, posting on the SCI-Arc website. By enrolling at SCI-Arc, each student grants SCI-Arc a license to reproduce and display his or her work. This is a chance for students to have their work shown online and potentially featured in forthcoming school publications.

CALENDAR

week/days	im/rm	phases
wk 1		
mon		NO CLASS
wed - Sept 5	im	LOTTERY
fr - Sept 7	mr/im	THESIS - Phase 1: site analysis + case studies research (team of 3 - 1 social, 1 environmental, 1 economic - researched as continuum)
wk 2		Phase 1: site analysis initial research + case studies research
mon	mr	Propose 5 case studies to be selected with mr
wed	im	Case studies and site analysis review
fr - Sept 14	mr/im	SITE VISIT (departing LA 8.30am - Students to stay overnight to document site over 24 hrs)
wk 3		Phase 1: site analysis research + case studies research
mon	mr	
wed	im	LECTURE: eco-system inspired planning (by IM)
fr - 21 Sept	mr/im	Lecture: Esther Feldman Env. L (conservationsolutions.org) - Describe the spatial experience
wk 4		Phase 1: site analysis research + case studies research
mon	mr	
wed	im	
fr	mr/im	Presentation of PHASE 1 - maps and book collecting all researched element
wk 5		Phase 2: Land Use Plan and Site Program (team of 3 students)
mon	mr	
wed	im	
fr	mr/im	
wk 6		Phase 2: Land Use Plan and Site Program
mon	mr	
wed	im	
fr	mr/im	LECTURE: Tenzin Wang Du - Spaces of meditation

		Phase 2: Land Use Plan and Site Program (collide all teams work into 1 site plan only - mediation and collaboration among teams)
wk 7		
mon	mr	
wed	im	
fr	mr/im	presentation of PHASE 2
wk 8		Phase 3: Concept Design – Land Use and Architecture (last week of team work, to define and articulate understanding of selected site plan)
mon	im	
wed	mr	
fr - oct 19	mr/im	
wk 9		Phase 3: Concept Design – Land Use and Architecture (individual)
mon	mr	
wed	im	MID-TERM (per school schedule)
fr	mr/im	
wk 10		Phase 3: Concept Design – Land Use (individual)
mon	mr	
wed	im	
fr	mr/im	LECTURE: Organic Farming
wk 11		Phase 3: Concept Design – Land Use (individual)
mon	mr	
wed	im	
fr	mr/im	
wk 12		Phase 3: Concept Design – Architecture (individual)
mon	mr	
wed	im	
fr	mr/im	
wk 13		Phase 3: Concept Design final week of development– Architecture (individual)
mon	mr	
wed - Nov 21	im	THANKSGIVING NO CLASS
fr - Nov 23	mr/im	THANKSGIVING NO CLASS
wk 14		Phase 3: Concept Design – PRODUCTION: syntesys of all parts - prep to final presentation
mon	mr	
wed	im	
fr	mr/im	
wk 15		FINAL Presentation in teams of 3 (1 class common land use and site plan + 1 team site plan w/ implemented the 3 architectures + Individual architecture articulation)
Th - Dec 13	FINALS	