

Syracuse University

SURFACE

Full list of publications from School of
Architecture

School of Architecture

Spring 1999

Community Design Center 1998-2000

Syracuse University

Follow this and additional works at: <https://surface.syr.edu/arc>



Part of the [Cultural Resource Management and Policy Analysis Commons](#), [Other Architecture Commons](#), and the [Urban, Community and Regional Planning Commons](#)

Recommended Citation

School of Architecture 1998-2000 Community Design Center, Syracuse University

This Report is brought to you for free and open access by the School of Architecture at SURFACE. It has been accepted for inclusion in Full list of publications from School of Architecture by an authorized administrator of SURFACE. For more information, please contact surface@syr.edu.

SCHOOL OF ARCHITECTURE

1998 – 2000

COMMUNITY DESIGN CENTER

SU

Syracuse University School of Architecture

Syracuse University School of Architecture
Community Design Center
1998-2000



The Syracuse University School of Architecture Community Design Center was organized three years ago by Assistant Professor David Gamble. Start up monies came from the School of Architecture and subsequent support came in the form of a Syracuse University Vision Fund Grant for a three-year period. An initial course offering was posted on a volunteer basis and immediately 32 students showed up as first time participants. Since the fall of 1998, the CDC has worked on five different projects in the Syracuse community, involving students from all over the University, civic and neighborhood leaders and residents of the city. The CDC has won several public service awards, and there is the general recognition that this form of a community involvement is an essential part of a contemporary university education. It is a success story of which we are all proud.

Community development and the application of student design skills to real life problems is a process that started in the 1960's. The interest in these programs has varied over the years but once again many, if not most, schools of architecture have established similar efforts. All enhance the educational options for today's students and all in some modest way contribute to the life of the host

community. What has been unique at Syracuse has been the involvement of students and faculty from the Landscape Architecture program at SUNY ESF, the College of Law, the School of Management and the Maxwell School of Citizenship and Public Affairs along with the School of Architecture. It is a collaboration that has proven to be effective and beneficial for all involved.

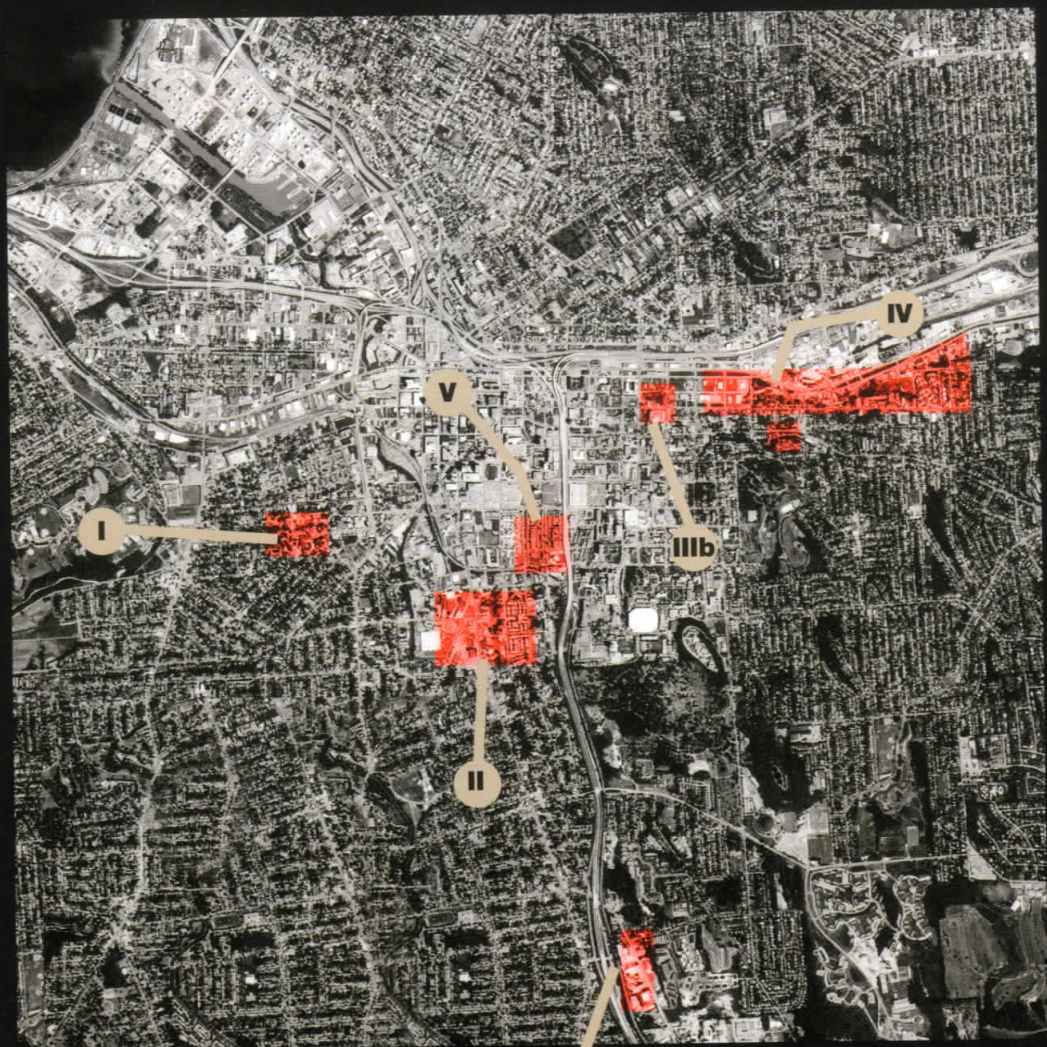
The work presented in this book is the result of those collaborations and the extraordinary development of the CDC since 1998. I wish to express my thanks to all who have participated and whose names and work are recorded here.

Bruce Abbey, Dean

A handwritten signature in black ink, appearing to read 'Bruce Abbey', with a long, sweeping tail extending to the right.

January 2001

Syracuse, New York



Syracuse, New York



IIIa

II

V

IV

I

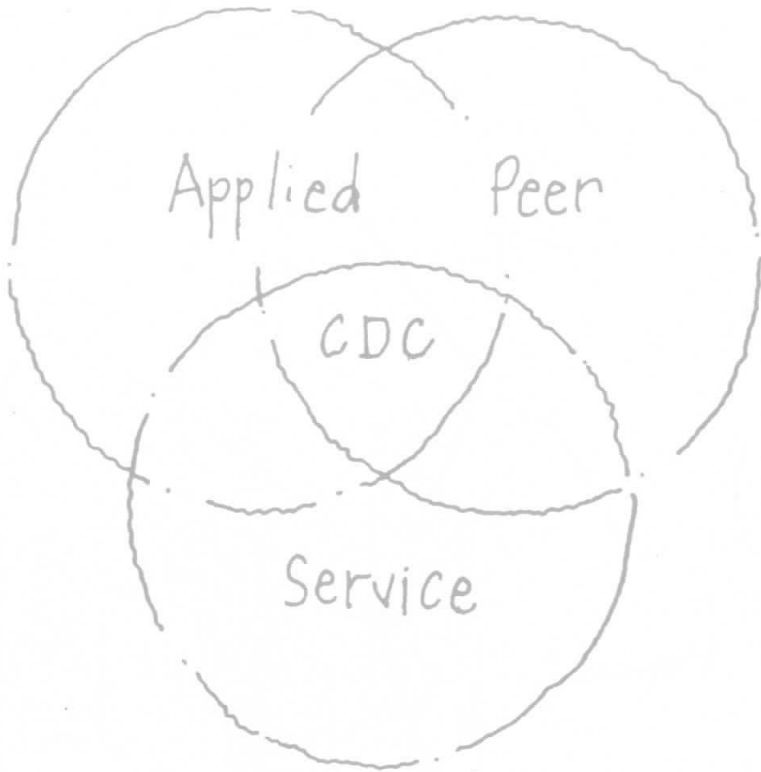
IIIb

CONTENTS

- 3 Community Design at Syracuse

PROJECTS

- 12 **I** Westside: A Community Park + Pavilion
- 28 **II** Southside: An Urban Village
(in collaboration with the Urban Design Center
of the Central New York AIA)
- 42 **III** Eastside: An Inclusive School
for Children with Special Needs
a. East Brighton Site
b. Chase Community Development Competition,
East Fayette Street Site
- 64 **IV** Eastside Initiative
(in collaboration State University of New York
College of Environmental Science and Forestry
Department of Landscape Architecture)
a. ENACT landscape design
b. Marketplace
c. Fayette Street Corridor
- 82 **V** Southside Wilson Park: A New Community Center
for Pioneer Homes
- 92 Appendix
Advisory Council
Acknowledgements
Endnotes
Photo Credits





David Gamble, Director
Community Design Center

The CDC workshop
broadens the
perspective of the
student primarily
through three forms
of learning - applied,
peer and community-
based service.

COMMUNITY DESIGN AT SYRACUSE

The primary goal of the Community Design Center (CDC) at Syracuse University is to improve opportunities for student learning. The CDC pursues this goal by providing students a forum to conduct research on design and development projects in association with non-profit groups in local neighborhoods. In an effort to build upon the traditional, academic atmosphere of the design studio where students work on individual projects, the CDC course - or workshop as it is known - compliments the design experience. The course fosters an environment where undergraduates and graduates from multiple departments work together in teams addressing issues related to the physical environment. The goal of the collaboration is to expose the students to the multi-disciplinary nature of the "real world." Syracuse and the surrounding region are the laboratory for these investigations. This handbook documents the first five semesters of the efforts between students, faculty and non-profit groups in this community design initiative at Syracuse University.

APPLIED LEARNING

It is important that students see each other as members of a learning community and that knowledge application and skill development can be applied in a community context.¹ Each semester, participants in the workshop apply their skills directly through a series of charrettes in the neighborhood where the investigation takes place. During these public forums, the participants interact directly with the community and create drawings and models of issues raised by the charrette participants. This process of engaging the community increases the students' education through real-world application. This engagement is a term that Ernst Boyer highlights as the centerpiece of the undergraduate experience - the enriched major. "By enriched major we mean encouraging students not only to explore a field in depth but also to help them put their field of special study in perspective."² The public workshops are often cited by the students as a highlight not only of their CDC experience but also their entire education.

In the CDC, the location of learning moves beyond the studio and campus and into the community where the charrettes take place. In this way, students develop a stronger connection to Syracuse and the region where they live during their studies. Rather than remain isolated and academic, the projects have the very real potential to impact a neighborhood and reinforce a connection to place. This connection, ultimately, encourages student retention within the university and adds to the students' awareness of their time spent in Syracuse. As a university, SU has the auspicious though dubious vantage point of being located on a hill overlooking the city. Often, this location has mistakenly come to mean dominance over and indifference with local neighborhoods. The interaction of the students with the community helps a great deal to mend this perceived "ivory tower" effect.

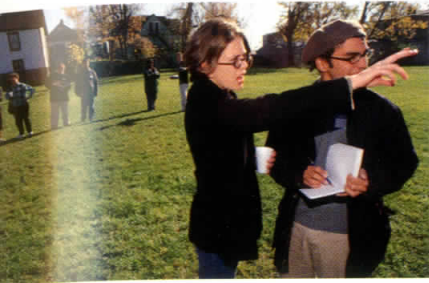


**As a university, SU has the
auspicious though dubious
vantage point of being located
on a hill overlooking the city.**

The CDC workshop provides architecture participants an opportunity to demonstrate and test knowledge acquired in other aspects of the curriculum through hands-on projects. Through the application of knowledge attained through structures, building technology and history, the workshop provides a synthetic experience. In addition, the CDC participants work directly with nonprofit groups, local residents and city officials, make public presentations and work under financial and time constraints. These are the realities under which they will be engaged when they enter the profession. The sooner students are able to apply this knowledge and demonstrate their skills the more prepared they will be to operate in the profession.

PEER LEARNING

Opportunities for peer learning abound within the structure of the Community Design Center. Students who register for the CDC workshop may be either undergraduate or graduate architecture students. In addition, students from disciplines outside of the School of Architecture may register for the course and receive academic credit as non- majors. In its first two years, students from the following disciplines have collaborated with the architecture students on the five workshops highlighted in this booklet: Syracuse University College of Law, College of Arts and Sciences, Maxwell School of Citizenship - Public Affairs program, Interior Design, Newhouse School of Public Communications, School of Management and SUNY College of Environmental Forestry (Landscape Architecture). An explicit objective of the CDC workshop is to create teams composed of students with an interest in urban redevelopment and exhibit a range of experience and skills.



In community design, the challenges that face revitalization extend beyond design issues alone. By collaborating with additional fields that deal with law, economics, public policy and landscape architecture, students learn from one another. The environment fostered is one where students are empowered to utilize their talents towards the challenges proposed by the semester's project. The disciplines interact directly and indirectly, with each student applying his or her specific skills and learning in general how other students approach similar challenges from different perspectives. In this way, both the process and project improves.

In the CDC workshop, students have the opportunity to reflect on their interaction through a variety of mechanisms: reflective journals which record their experiences, a final paper which is built from observations recorded in their journals, and a symposium at the end of the semester which discusses the entire experience.

The students offer design alternatives and undertake projects in teams. Although some research is conducted through individual initiatives at the beginning of the semester, special emphasis is given to group efforts in which participants have to depend on one another to complete an assignment. By working in teams, students foster a transfer of knowledge and expertise across the class years and disciplines. Moreover, by integrating graduates and undergraduates a process of mentoring occurs which cultivates leadership skills. The team approach does not, ipso facto, dilute the student's design process – on the contrary. As Shannon Criss, Director of Mississippi State's Small Town Center points out, "working with others in such a forum allows an opportunity for participants to discuss personal thoughts which become apparent in group discussions. In addition, students are forced to argue for values and positions which they feel are important." ³



The CDC helps to transcend the academic barriers of the university setting to uncover the latent overlaps of related academic departments. Therefore, peer learning extends to faculty involvement. Collaborations are made directly with faculty from other departments that have students represented in the workshop. These faculty act in an advisory capacity for the students from outside of the School of Architecture. The faculty collaboration has the

effect of allowing for a more inclusive education on the part of the participants and models the behavior in a fundamental way. In this way, the workshop encourages greater communication between departments and explores opportunities for expanding collaborative programs. A CDC Advisory Council was created in January 1999 to assist with this opportunity and contains representatives of nearly all academic departments within the university and includes members of the Syracuse community. (refer to Appendix)

COMMUNITY-BASED (SERVICE) LEARNING

"We believe that service constitutes a vital part of an undergraduate education. It offers opportunities that cannot be obtained any other way. Such an experience may be one of the first truly meaningful acts in a young person's life." ⁴

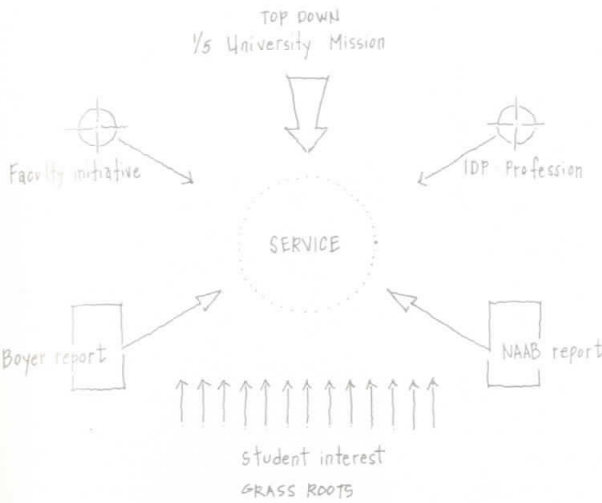
The University's mission is to promote learning through teaching, research, scholarship, creative accomplishment, and service. (Syracuse University) ⁵

"The faculty should provide encouragement and opportunity for the students to experience Syracuse University beyond Slocum Hall. Students should be encouraged and provided the opportunity to engage in leadership roles in their program, the university, the profession and their communities." ⁶

The third type of learning which is encouraged through the CDC workshop is community-based (service) learning. The quotes in italics above are drawn from a number of sources and scales to emphasize this point. From the Boyer report, which served as an analysis of undergraduate curricula across the country in the early 1990s, to the mission statement of Syracuse University as a whole, and specifically, an evaluation by the NAAB* of the Syracuse University School of Architecture in the Spring of 1999, a similar mantra is underscored. There is a growing desire to provide students with opportunities for

Multiple influences are creating a renewed interest in service-based learning experiences not seen since the 1970's. The CDC taps into the undercurrent of service-learning in both the professional and academic environments.





service learning as an important part of their education. Service learning is a compliment to the education of a student and an integral part in the development of an individual.

The CDC workshop offers students the opportunity to be proactive in their role as community leaders. The large enrollment in the course can be attributed - at least in part - to the fact that many students bring with them past experiences in community service to the university setting and desire an opportunity to become advocates and leaders. It is not that, heretofore, the students have not had an interest in community service, it is that there have been few opportunities for them to pursue it.⁷

The Community Design Center collaborates with the Center for Public and Community Service at Syracuse University (CPCS). The relationship with the CPCS has been invaluable to the CDC as it provides an opportunity to tap into the expertise of that Center's involvement in working with non-profit and community groups. Pam Heintz, Director of CPCS and co-author of our first grant proposal, contributes to the course in the following ways: as a facilitator in class discussions, as a colleague in evaluating student learning and as a sounding board for potential projects. Since the creation of CPCS in 1994, the Center has cultivated nearly 200 placement sites throughout Syracuse and is affiliated with 50 courses at the university that require a community service component.

Community Design exposes students to all aspects of the development process and exposes them to the multitude of factors that affect the design of the physical environment.

Architects need to be community-minded. As professionals who operate in the public realm, works of architecture and, in particular, works of urban design, require great investments in collaboration and participation. The sooner students become exposed to service issues in the community, the greater and more comprehensive their educational experience will be. Service learning is an important aspect in the development of professionals who will devote their careers to working with (and for) others. The students need to be exposed to these issues; they will not receive this experience elsewhere.

CONCLUSION

Schools of Architecture spend a tremendous amount of energy teaching students how to design, and rightfully so. However, what is also important for the academy is to educate leaders which can understand the broader questions and communicate ideas to diverse constituents.⁸ Indeed, there is more to architecture than design or a solid understanding of structures, history, theory and technology. What is also important is an understanding of other disciplines which inform our understanding of the physical environment. To instill knowledge about other fields allows for a more subtle and sophisticated discussion about physical issues. In this way, the CDC can provide for meaningful learning opportunities by exposing students to the social, economic and political forces that shape the physical environment.

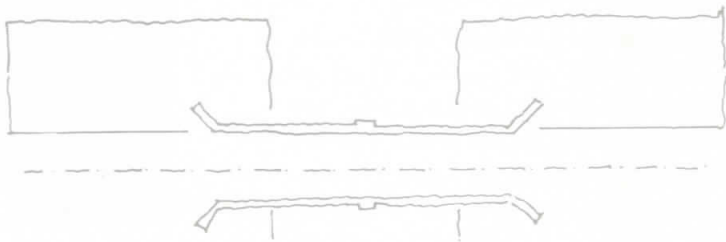
Within the profession, schools of architecture are criticized for being over-wrought with abstraction and do not fully prepare future architects for the entire range of skills needed to operate effectively in the profession.⁹ In particular, firms are looking for individuals who are self-motivating, good team members and involved in their community. The Community Design Center helps to bridge this gap between education and practice. The students have exhibited sincere enthusiasm about the course which links academic learning with real-world, contemporary issues. I feel this enthusiasm reflects an eagerness on the part of the students to be taken seriously, to be well taught, and to be helped in defining their larger commitments.¹⁰



The CDC assists in bridging the gap between academia and practice, the university and the city.

Our primary task as educators is to prepare future professionals in their specialized field of interest: Architecture. However, it is important to remember it is also our challenge to educate not only architects but also well-rounded citizens and future leaders. The work the CDC workshop produces is, in the end, a spatial proposition. However, the product at the end of each workshop is more than design services for a non-profit client. While the projects which appear on the following pages represent a diverse range of scales and programs - from a neighborhood corridor plan to the site design of a community center - the objectives of the workshop remain the same. The result of the workshop collaboration is helping to improve student learning and create a better individual. The product, then, is a more enlightened, well-rounded, socially responsible person.

David Gamble, Director
Community Design Center
November 2000



THEORY ————— ✂ ————— PRACTICE

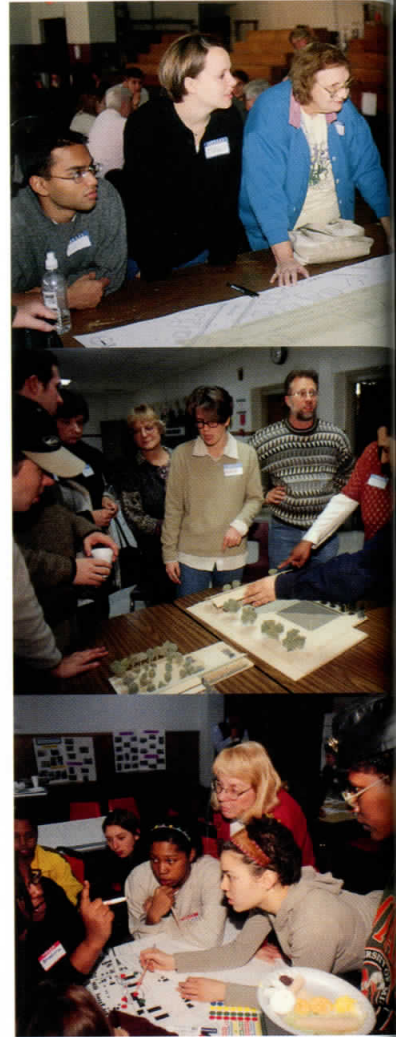
In search of a common ground through applied learning

COURSE STRUCTURE

The CDC workshop is structured roughly into thirds. In the first few weeks of the course, students meet with all parties who will be involved in the collaboration - city officials, neighborhood representatives and non-profit groups. At this time, the students also develop base maps, gather historical information on the site, conduct research into the organization and create an updated plan of the existing context. The first public workshop, which ends the first third of the semester, is billed as a "listening session". This forum, which occurs on a weekend or weekday evening, offers a chance for the parties involved to come together to exchange ideas and concerns. This workshop is held in the community where the project will take place.

From this initial interaction, during the second section of the course, students develop priority lists which filter through the general, lengthy and sometimes contradictory concerns generated from the listening session. Students work in teams to focus on particular aspects of policy, design, financing or demographic site information and construct schematic drawings, models and charts. Additional faculty from architecture and landscape design, public policy and law often join in reviews of the student work and offer interdisciplinary insight into the investigation. Students then return to the neighborhood and make a presentation to the community which gives physical form to their ideas. The workshop participants construct large scale drawings and propose multiple variations of interventions built from ideas generated from the first workshop. Therefore, this second public presentation is an opportunity to receive community feedback on the work to date.

The final third of the semester involves the refinement of ideas and production of final drawings. The final presentation is located in the community and local press are often present. During this time, the students also develop a final research paper. The paper provides an opportunity for the CDC participants to investigate particular aspects of the workshop or community which they wish to study in greater detail. The culmination of the semester involves a

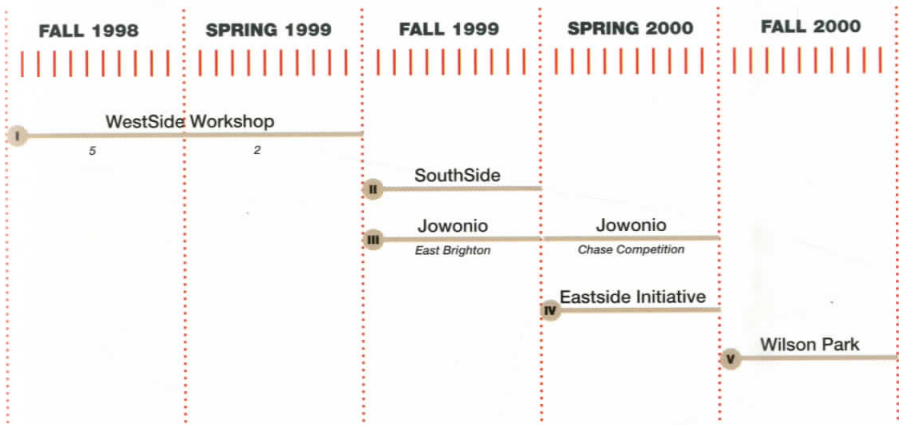


roundtable symposium for individual reflection and group discussion of the workshop.

CDC CRITERIA FOR PROJECT SELECTION:

- provide the most opportunities for student learning
- offer opportunities for interdisciplinary collaboration
- involve a physical design challenge; involve a real site, program and budget
- collaborate directly with a local non-profit group - 501(c)3 that demonstrates a need
- the endeavor is located in Syracuse or Onondaga County

CDC PROJECTS SCHEDULE



SEQUENCE

The five projects described in this book were developed by students who first volunteered, and then enrolled in the newly established Community Design Center Workshop. The course is taught every semester; each new group works together with a local non-profit organization.

QUOTES

Throughout the body of this document, excerpts from students papers are highlighted. The papers provide a vehicle for the students to reflect back on their diverse experiences in community design and conduct research into a particular aspect of the endeavor.

Westside: A Community Park + Pavillion
Fall 1998 - Spring 1999



"It should be realized
that the people of the
Westside can teach us
as much, if not more,
than we can teach
them."

Emily Buttrick-
Designing in the Community

“The Westside workshop helped extend my knowledge of architecture into the realm of community design, and helped me to understand that for a project to be successful, one must work with those who will be affected.”

Jason Willard



FALL 1998/SPRING 1999

PROJECT: WESTSIDE: A COMMUNITY PARK + PAVILION

Partners:

City of Syracuse Tomorrow's Neighborhoods Today (TNT), Spanish Action League, St. Lucy's Church, Boys and Girls Club of Syracuse, Huntington Family Center, Rose Center.

Participants:

Faculty: David Gamble, Asst. Professor, Architecture
Pam Heintz, Director CPCS

CNY/AIA Dean Biancavilla, AIA

Robert Haley Jr., AIA

Matt Broderick, AIA

Peter Auyer, ASLA

(Urban Neighborhood Task Force)

Students (29):

Sophomores:

Lasha Brown*, Emily Buttrick*, Michael Imbergamo*, Maggie Kirk*, Lee Morrisette*, Jeremy Munn*, Ben Nicholson*, Douglas Riggs, Drew Watkins*, Jeremy Zuidema*

Juniors:

Juan Calaf, Brian Howells* (Maxwell), Kristin Kavanagh, Jason Lagorga, Audra Manzano, Peter Mattioni, Caleb Mitchell, Jeff Sipprell, George Stewart*, Jason Willard*

Seniors:

Ronald Masotta*, Jonathan Taylor*

Graduates:

Maria Agostini, Nelson Carvalho*, Rebecca Christmas*, Joseph Ho*, Silas Jeffrey*, Maricel Ramos*, Shridhuli Solanki*

Note: names with an asterisk indicates participation in both Fall 1998 and Spring 1999 workshop



History:

In 1995, the former Ward Bakery building was demolished on Shonnard Street in Syracuse. Federal funds - approximately \$180,000 - left over from the demolition were to be used towards revitalization for the site. Students worked with local non-profits and residents to develop plans based on a neighborhood survey. This project began as a voluntary effort between the School of Architecture and five neighborhood non-profit groups. The success of this initial effort founded the Community Design Center.

Challenge:

The challenge was to design a community pavilion and public space for all members of the community on the vacant site of a former bakery building.

Community Info:

In 1998, the neighborhood group, Tomorrow's Neighborhoods Today (TNT) conducted a door-to-door survey in order to determine how the residents were interested in seeing the former Ward Bakery site redeveloped. The Chart below shows the five most requested uses, out of the 226 surveys filled out.



The Shonnard Street site

on the city's Westside is

surrounded by dense,

single and multiple family

residences. Once a

thriving inner city

neighborhood, it has

suffered from decades of

disinvestment and a

transient population.

According to the 1990

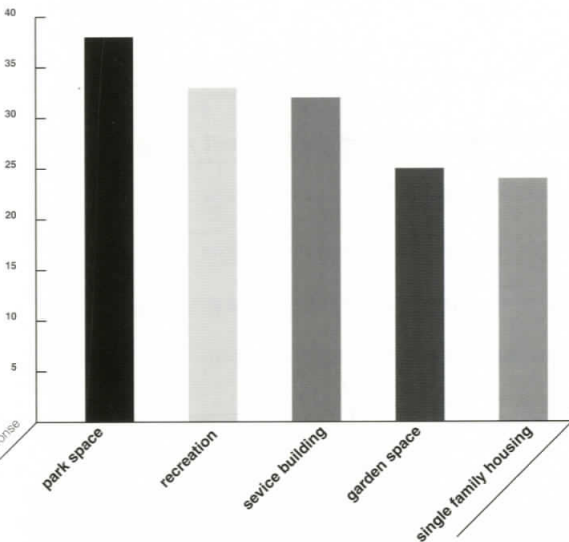
census, this tract is the

12th poorest, predom-

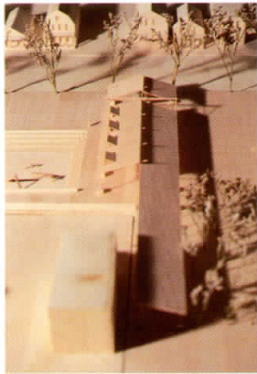
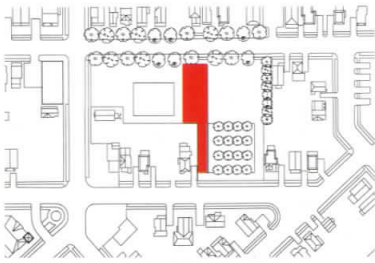
inarily white

neighborhood in the

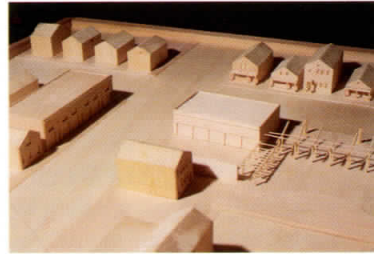
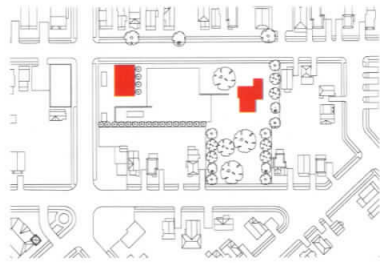
United States.



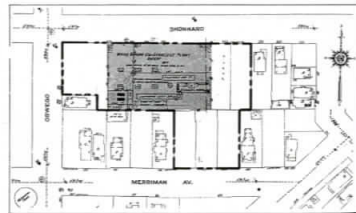
Team 1



Team 2

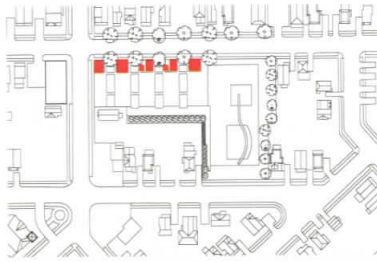
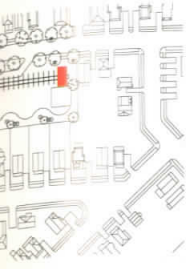


Team 3

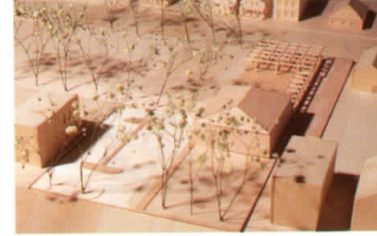
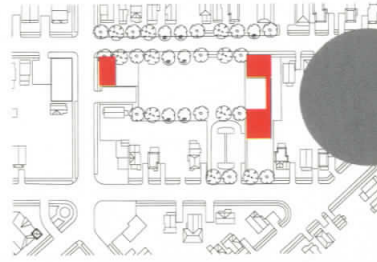


Former Ward Bakery Building 1920-1995

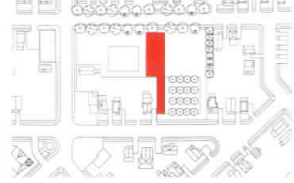
Team 4



Team 5

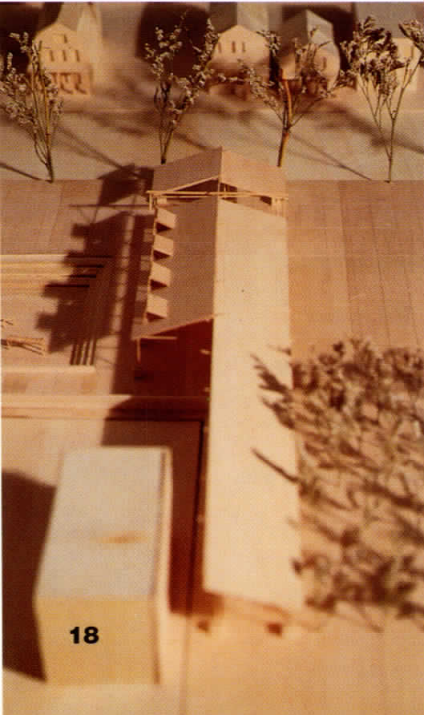
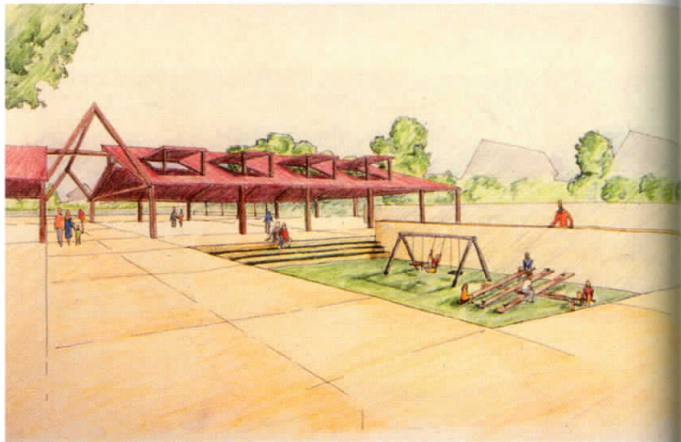


The students involved in this first volunteer workshop worked in teams of five to six students. The teams worked independently over the course of a month and developed five proposals for how community programs could be dispersed across the former Bakery building site.



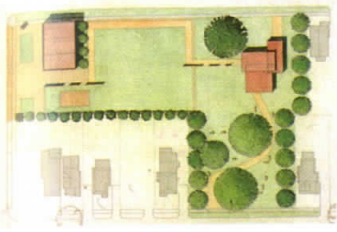
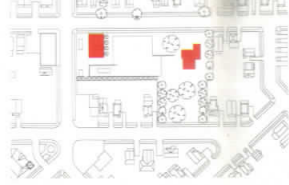
“By participating in the project I was able to understand, for the first time, the effects of my design decisions not simply as ideas but actually as having an impact on the physical condition of a neighborhood and, more importantly, as having an impact on the people who live there.”

Nelson Carvalho
Public Inclusion and Architectural Practice and Education



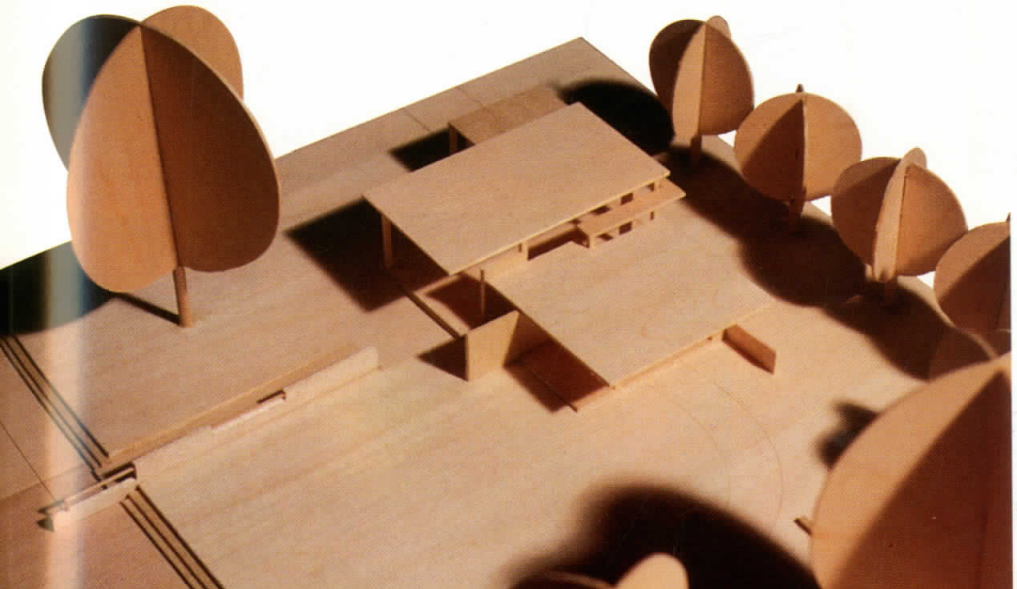
Three Plazas + A Pavillion

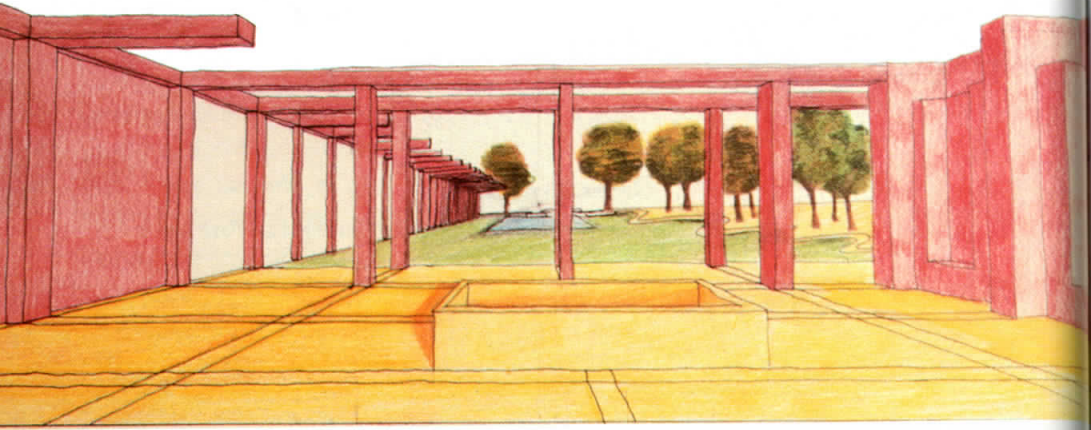
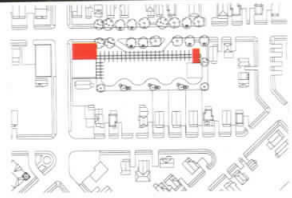
The site is broken into two halves by a large community pavilion. To the west of the pavilion, a play space is created as a soft “theater for children” depressed into the ground and set away from the street. To the east, a public square is set across from the existing community center. To the south, a slightly raised plaza is organized beneath a canopy of trees for elderly activities and games. Together, these three spaces accommodate different activities and age groups. The pavilion unites the spaces and is designed as a simple, open structure.



Sister Structures

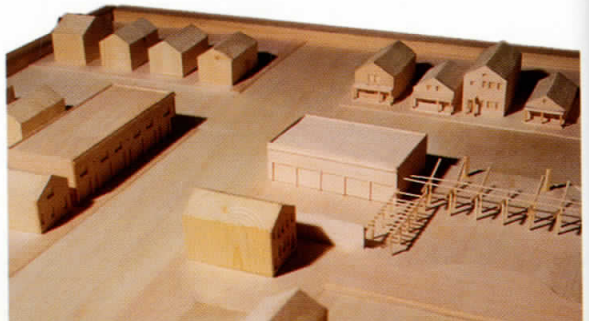
A garden pavilion and a mixed-use structure define a common open space in the center of the site. The mixed use building on the corner of Oswego and Shonnard Streets contains a laundromat, cafe, and community meeting rooms. The building is set back from Oswego Street to help define a public space across from the building which will house the newly relocated Spanish Action League. A children's play space is moved away from Shonnard Street to the rear of the site. The second building to the west would be designed and built by the residents as an open-air pavilion. The southern portion of the site is to remain a lawn planted with trees.

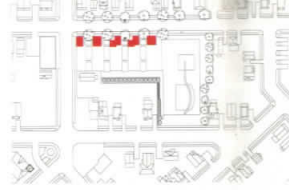




A Courtile

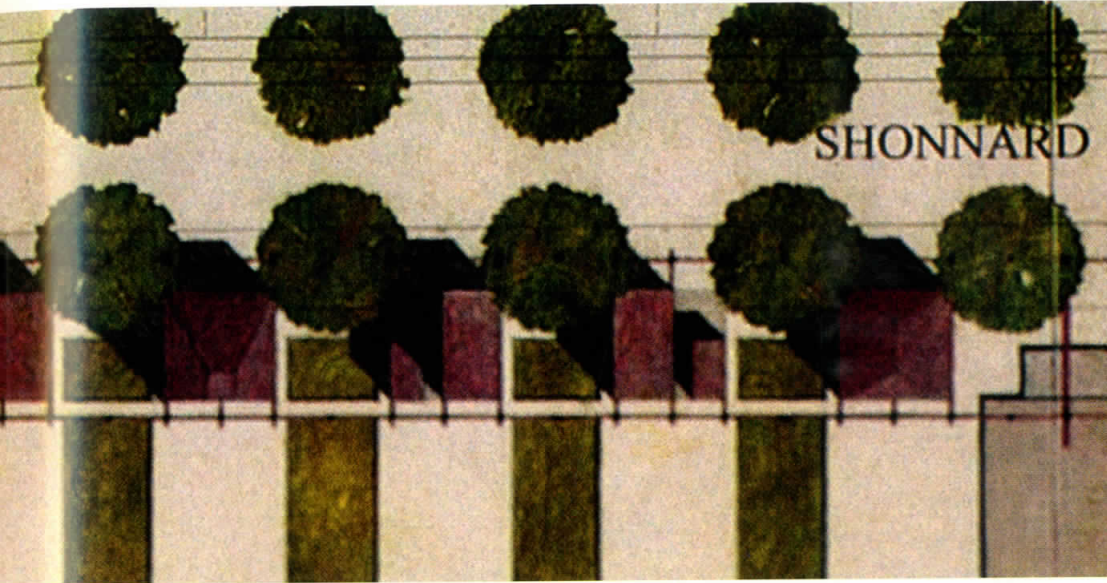
A laundromat, coffeeshop, community day-care and police outpost are located in a mixed-use building at the corner of Oswego and Shonnard Streets. The building, together with a wall and arcade, form a courtyard off of Oswego Street. A long canopy links the courtyard with the east of the site terminating at a fountain. To the south, three lots will be sold off on Merriman Street to generate income for further development of the site. A serpentine garden forms a backdrop to the open green space in the middle of the site.

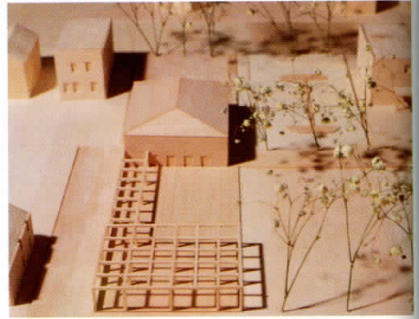
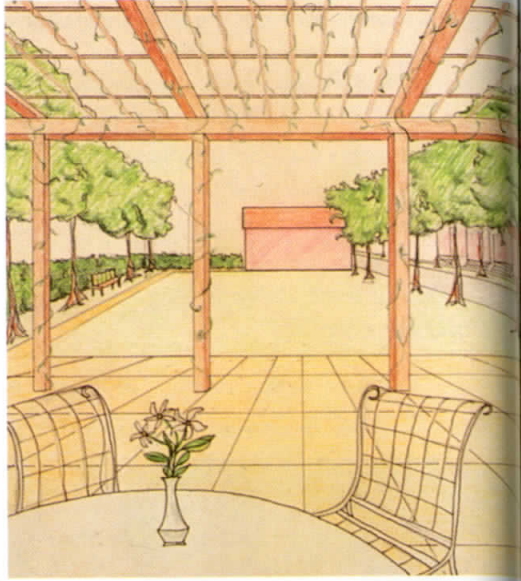
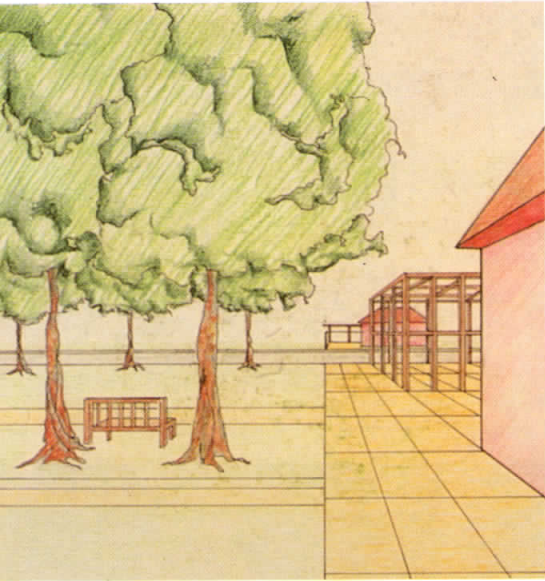
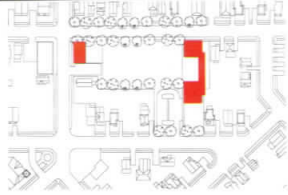




Westside Porches

Five pavilions line Shonnard Street which contain community functions based on the residents' survey. The five structures adhere to the scale and rhythm of the residential houses in the neighborhood. A playground on the south of the site is linked with a curved waterwall leading to an open pavilion on Shonnard Street. Overlapping green and hard spaces create patterns on the site behind the pavilions and allow for multiple recreation spaces. The small-scaled structures are linked together by a trellis overhead and porch-like steps on Shonnard Street, further recalling the front porches of the neighborhood.





Community Lawn

A large community center and trellis form a single composition on the eastern portion of the site. Between these two forms exists a large public patio that overlooks the primary recreation space of the design - an open community lawn - which runs parallel to Shonnard Street. A multi-use building sits on the western portion of the site at the corner of Oswego and Shonnard. Well-lit parking lots are included for the open space and buildings on the western and southern edges of the site.

"My involvement in the Westside design charrette has opened my eyes to many issues that I never realized were so important to me. The critical responses by the residents reminded me of the very human aspect of architecture that is somewhat lost in the discussions about architectural rigor in the studio."

"My time with the residents not only enriched my education, but it has done so for my life as well. Architecture is my career choice, and the time spent with the people of the Westside of Syracuse revealed to me just how much responsibility I hold in this choice. Architecture is more than just objects presented in magazines. There is always the goal of striving for perfection in architecture, and it is important not to lose sight of that. But it is also just as important to not lose sight of the social responsibility that I hold."

Joseph Ho

"The students were also plagued by the question of how to fit contemporary design within the traditional design of the neighborhood."

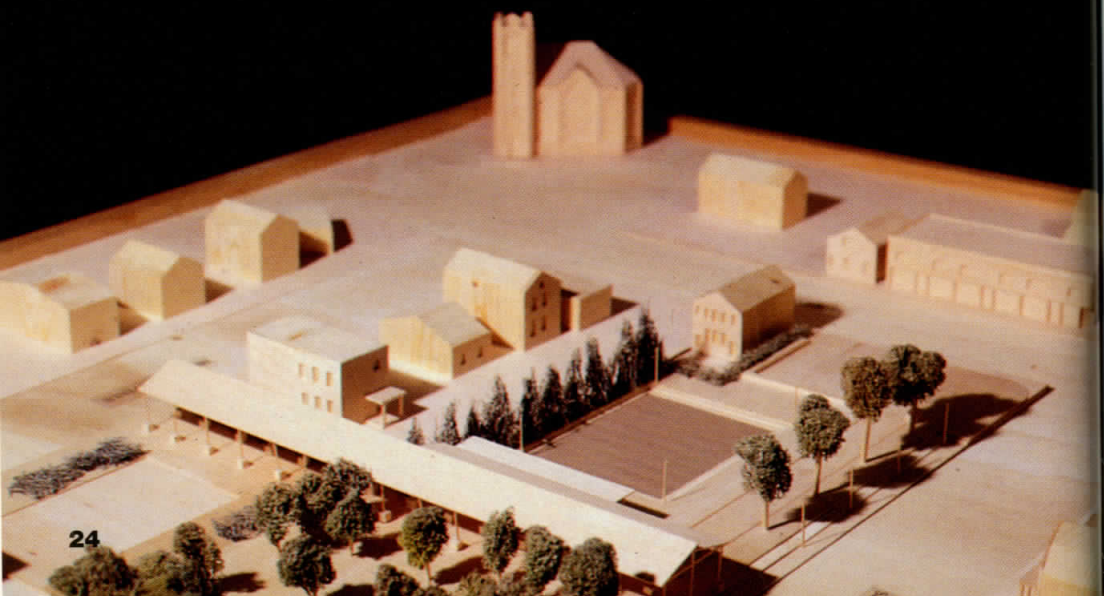
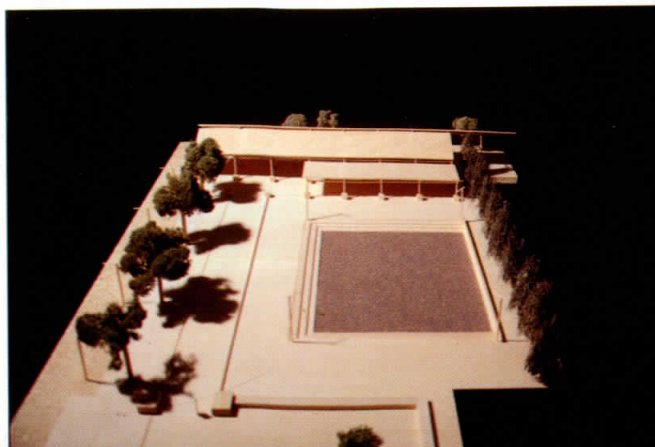
*Drew Watkins -
Processes of Designing for Poor
Communities, Urban Renewal
vs. New Urbanism*

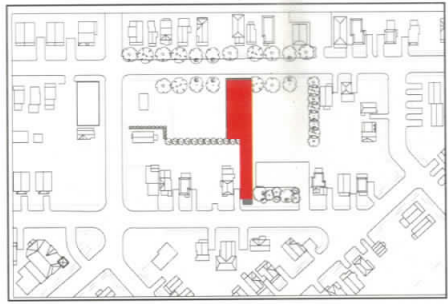
"The typical outlook is that too many cooks spoil the soup, but I was wrong. The larger number of students did slow our design stage down, but it allowed for a higher caliber of thought."

*Jeremy Munn -
Vertical Collaboration and Peer Learning*

TRANSITION: From 5 to 2

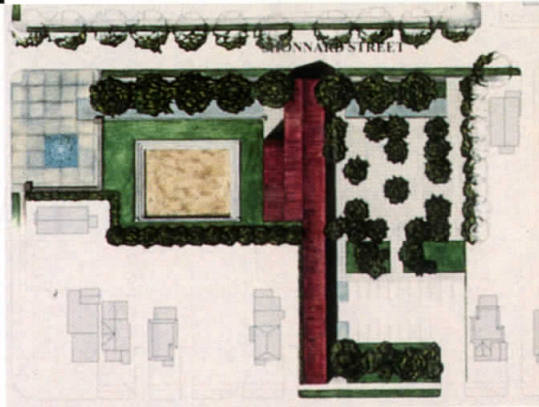
In the Spring of 1999, 20 individuals from the original 32 student volunteers decided to enroll in the newly formed Community Design Center course. The course was made possible through a Syracuse University Vision Fund Grant.* The participants refined ideas generated from the first five proposals and narrowed the planning strategies. Two proposals (A and B) were developed from the original five ideas generated in the Fall of 1998.



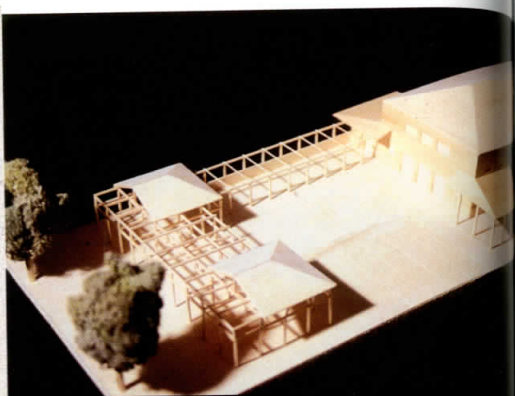
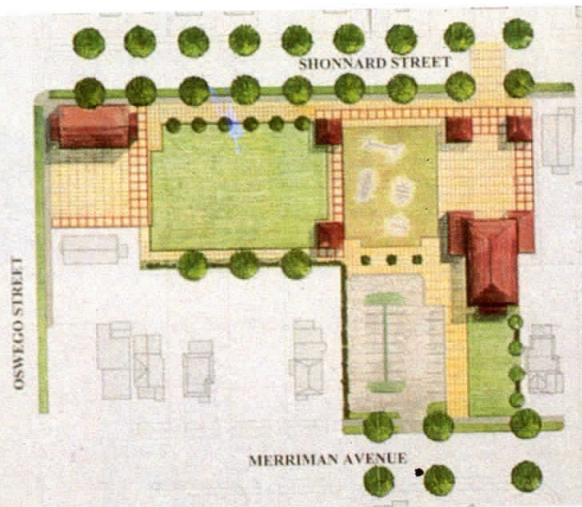


Three plazas + a pavillion (Part II)

This proposal builds off of ideas from Team 1 in the previous semester. The public square is retained to the east and the playground remains on the west. These two public spaces are divided by a large, open-air community pavillion. A parking lot is added to the southern portion of the site. The location of the structure maximizes the ability to create different spaces for a range of age groups and recreational activities.

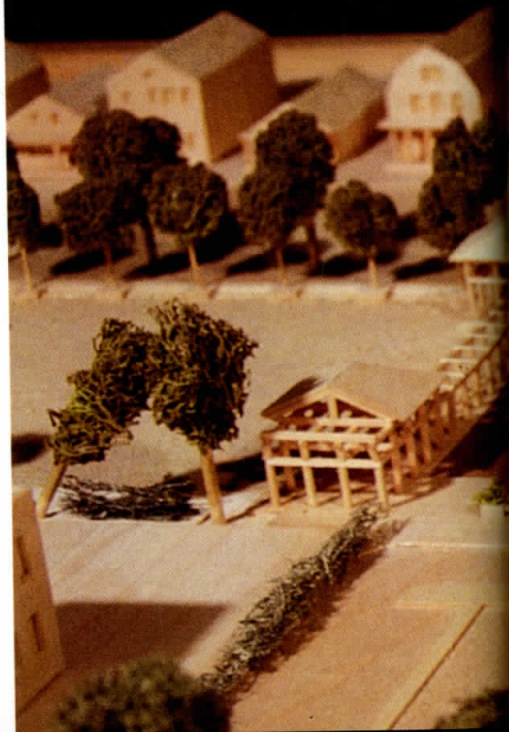


"In 1998, the Syracuse University Center for Support of Teaching and Learning established the Vision Fund. The objective of the Vision Fund was to create "innovative ways to improve teaching and learning at the University."



Playground buffer

This proposal develops inherent strengths from two previous schemes. A large, enclosed community building rests on the eastern edge of the site, similar to Team 5, while the concept of a trellis, pavilions and commercial building is imported into the plan from Team 3. The new hybrid retains a lawn in the middle of the site. The trellis provides a buffer to Shonnard Street.



Site evolution Circa 1900 - Present



Team B



Status:

Construction documents are being completed by the Syracuse architectural firm of Quinlivan, Pierik & Krause (QPK) in Syracuse. Groundbreaking for the public park is set to begin in Spring 2001.



Southside: an Urban Village

Fall 1999

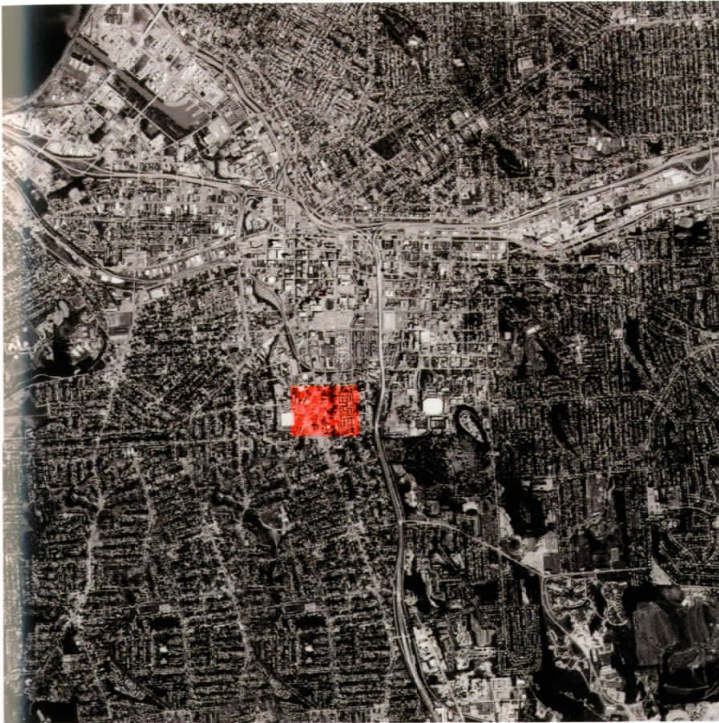


“Although an architect is often thought of as a designer of buildings, it is not by chance that these words - architect and leader - are often interchangeable in the English language.”

Nick Saponara - Architect as Leader

“It was not until near the end of the charrette day that I reflected on the way that my objectives had changed. To design renovation ideas for the neighborhood, I had to first understand the objectives of the residents.”

Katherine Easterly - Civic Pride



FALL 1999

Project: SOUTH SIDE: AN URBAN VILLAGE

Partners:

Residents of the Southside neighborhood
The Urban Design Center - Central New York Chapter of
the AIA

Participants:

Faculty: David Gamble, Asst. Professor, Architecture
CNY/AIA: Dean Biancavilla, AIA
Robert Haley Jr., AIA
Matt Broderick, AIA
Thomas Anderson, AIA

This project included representatives from the American Institute of Architects (AIA) and local residents working together with 25 architecture students, a public affairs student, an interior design student and a landscape architect from SUNY ESF.

Students (29):

Sophomores - Katherine Easterly, Christine Hostettler, Jacalyn Price, Nicholas Saponara

Juniors - Melissa Biffer, Charlotte Chan, Patrick Cunningham, Pamela Meyer (Maxwell), Kristin Schumaker, Daniel Sullivan, Jabali Williams

Seniors - Susie Chung, Candace Corbin, Jessica Creedon, Sara Felsen, Malik Goodson, Brian Neely, Thor Nelson, Kristin Rose, Peter Rust, Sara Sachs, Emily Smith, Jon Wharton, Heidi Zielstorff

Graduates - Alfonso Becerra, James Creveling (ESF), David Enriquez, Joseph Ho (TA), Kwang (Steven) Koh



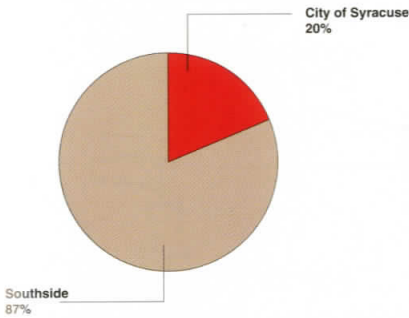
History:

Oakwood Avenue on the Southside of Syracuse has the potential to be a primary commercial street for local residents. However, existing businesses in the neighborhood are few and far between and the street lacks spatial and programmatic cohesion. Many turn-of-the-century houses remain on the street but are in poor condition.

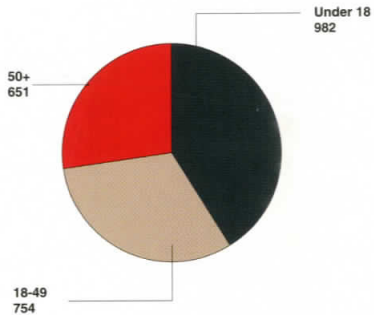
Challenge:

The challenge was to work with neighborhood residents to develop a program of uses and infill strategy for the revitalization of Oakwood Avenue. A second focus of the study centered on creating a new "Gateway" to the downtown on South Salina Street.

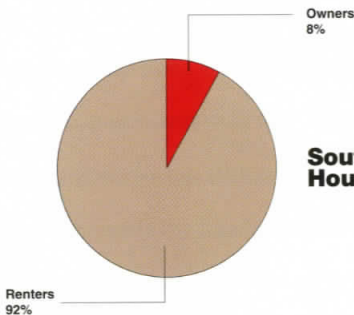
African American Demographics



Southside Population*



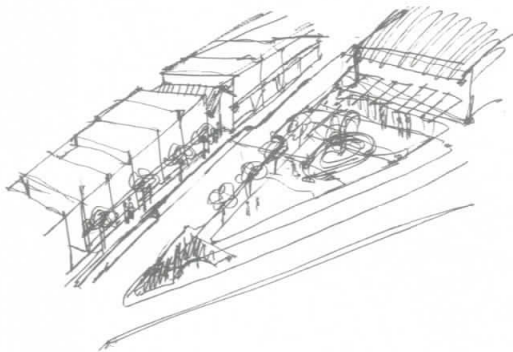
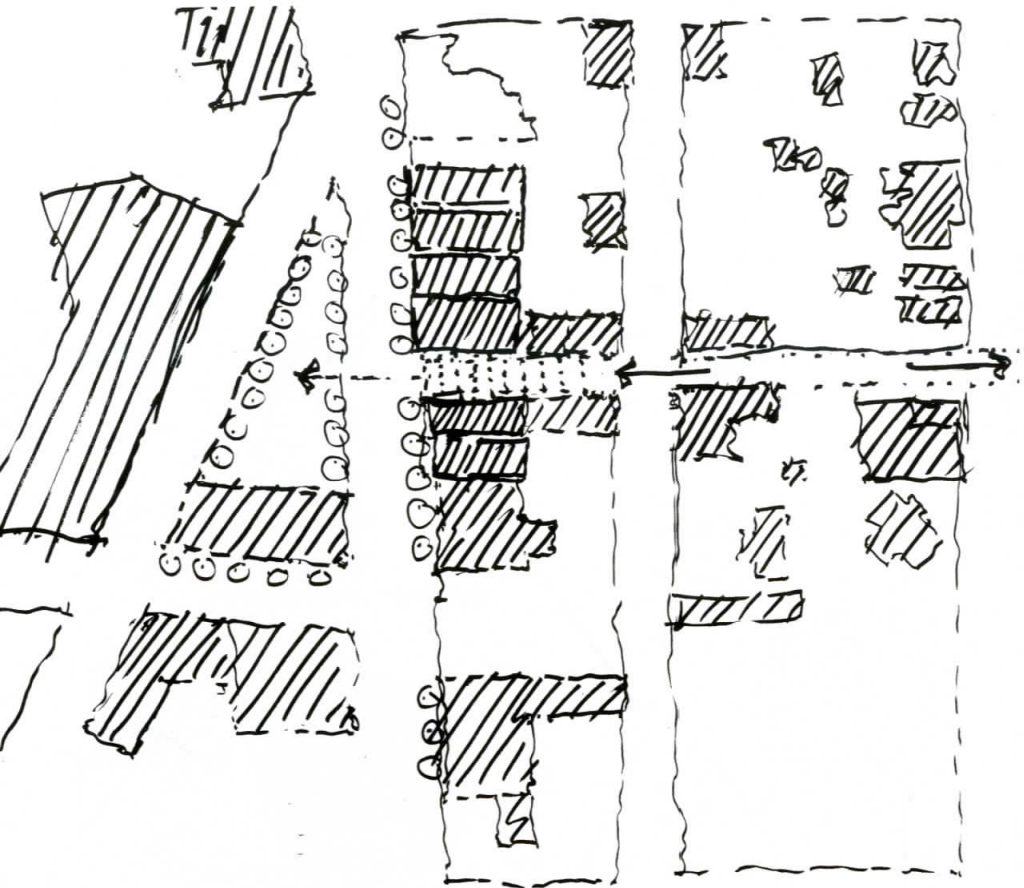
Community Info:



Southside General Housing Characteristics

**Source: ESRI Business Analysis 1999 Demographic Data, Syracuse Housing Authority MIS Department and The Community Builders, Inc.*

South Salina Street
Oakwood Avenue



Concept Sketches

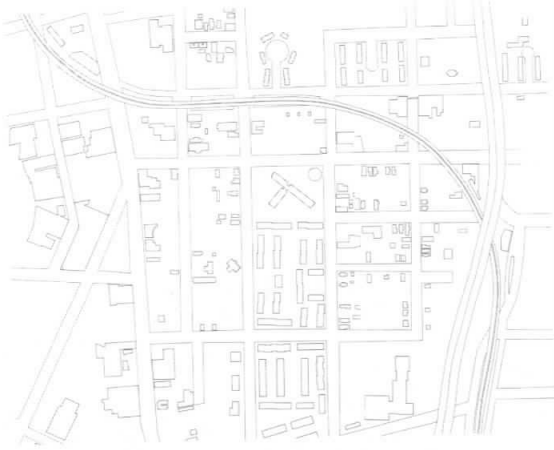


"A community design class offers an ideal opportunity for the school because it allows two worlds to come together - that being the world of academia where ideas are tried out ... and that of the real world based on money and business practices."

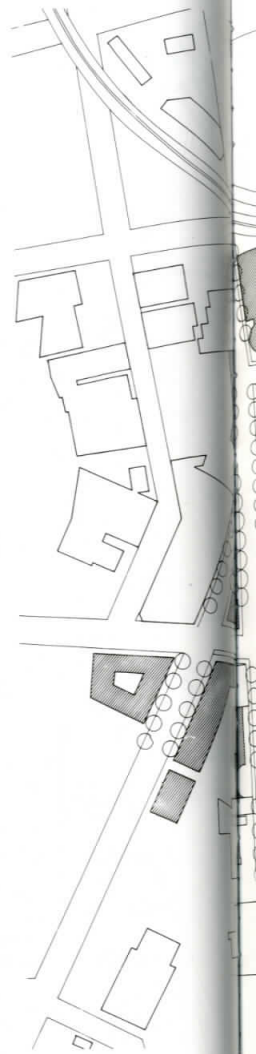
Brian Neely - Community Design as the Next Studio

South Salina Street is the major commercial street leading into downtown. The charrette participants strove to create a unique triangular park along this corridor which could serve as the primary public space for the Southside. The space is to be occupied by a new market hall and is surrounded by three-story, mixed use structures. A new east-west street connects the interior of the neighborhood and Oakwood Avenue to the primary commercial spine of South Salina.

South Salina Street Oakwood Avenue






Existing Plan



Use Plan - new buildings (infill)

KEY: Use Plan

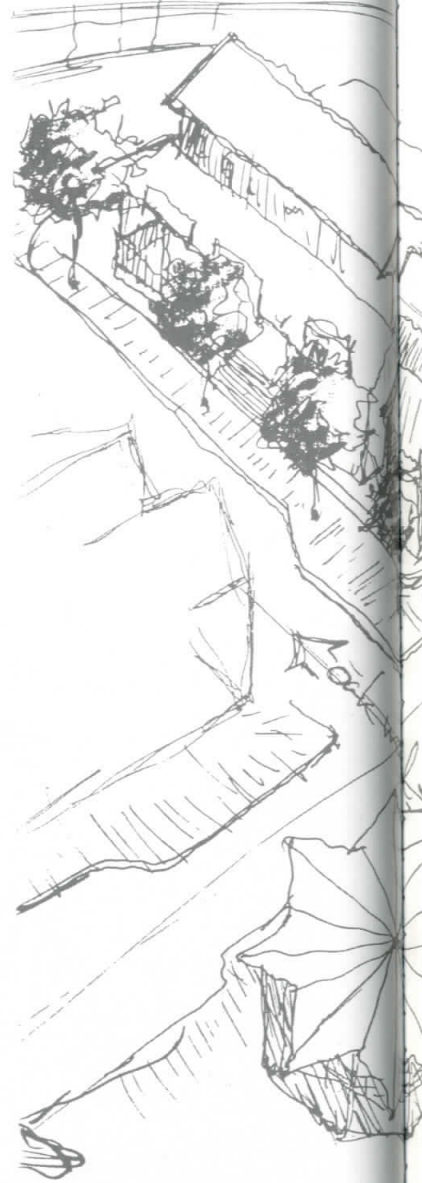
- | | |
|--|---|
|  single family residential |  institutional/civic |
|  multi family residential |  transportation |
|  commercial |  green space |



Students used trace paper overlays to draw on top of photograph boards and communicate before/after impressions of South Salina Street from the same vantage point.







“Often we (architects and future architects) don’t live or work in the areas in which we are designing for. The only way for us to develop a facility which would be most useful to the community ... is to talk to them and listen to what they say. The best solution will come from us working together, so our ears may be the most useful tool we have.”

*Malik Goodson -
Communication with the
Community*



Aerial perspective of infill development at the intersection of Burt and Oakwood.

Status:

The CNY AIA's Urban Design Center is developing neighborhood plans from the September 1999 workshop. The large neighborhood model is being displayed in the city to clarify design intentions, stimulate discussion and attract potential funding.



“Economic, religious, gender, and age differences are all ways to prevent us from building communities. At times I think it is easier to hide behind our differences than move past them and build a community.”

Jacalyn Price -

We Built Our Community To

Help Others Build Theirs



A large 1" = 50' wood and cork model was produced by the workshop participants prior to the charrette. During the course of the workshop, students, architects and residents used the model to develop and describe concepts and test ideas. The blue foam pieces represent building masses located at strategic locations in the neighborhood to reinforce public space, commercial development and housing densities.

Eastside: An Inclusive School for Children with Special Needs

Fall 1999



“Understanding drawings is a barometer most architects take for granted. As students we are taught to visualize and soon become used to very abstract drawings. We know the language of architectural drawings and, as a language, soon rely on it as universal communication.”



Daniel Sullivan - Drawing as a Social Exercise in Communication

“Courses incorporating service-learning encourage students to ask larger questions that lie beyond the bounds of traditional courses.”

*Kristin Shumaker -
Service Learning*



FALL 1999 (con't)

PROJECT: EASTSIDE: AN INCLUSIVE SCHOOL
FOR CHILDREN WITH SPECIAL NEEDS

Partner:

Jowonio School

Participants:

Faculty: David Gamble, Asst. Professor, Architecture
Pam Heintz, Director CPCS

This project included 25 architecture students, a public affairs student, an interior design student and a graduate landscape architecture student from SUNY ESF.

Students (29):

Sophomores - Katherine Easterly, Christine Hostettler,
Jacalyn Price, Nicholas Saponara

Juniors - Melissa Biffer, Charlotte Chan, Patrick
Cunningham, Pamela Meyer (Maxwell), Kristin
Schumaker, Daniel Sullivan, Jabali Williams

Seniors - Susie Chung, Candace Corbin, Jessica
Creedon, Sara Felsen, Malik Goodson, Brian Neely, Thor
Nelson, Kristin Rose, Peter Rust, Sara Sachs, Emily
Smith, Jon Wharton, Heidi Zielstorff

Graduates - Alfonso Becerra, James Creveling (ESF),
David Enriquez, Joseph Ho (TA), Kwang (Steven) Koh

History:

Jowonio school was one of the first schools in the nation to adopt the inclusive ideals of education, and is often visited by various educational organizations as a model school. Established in 1969, the school currently enrolls 120 students from thirteen school districts and three counties. The current building for Jowonio is highly inadequate for its needs, and there is no possibility for the school to expand at its present site.



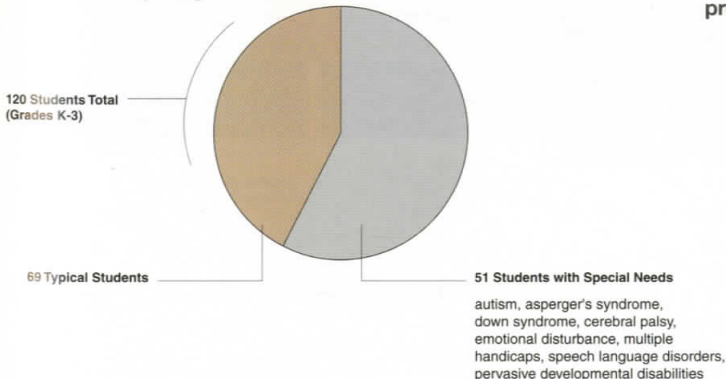
Jowonio is dedicated to:

- creating and fostering quality educational opportunities for young children, including those with special needs and those with diverse racial, ethnic and economic backgrounds
- providing an inclusive classroom setting where each child is a full participant and is encouraged to reach his or her full potential
- providing special needs children with a full range of physical, occupational and speech therapies, as well as family support
- collaborating with colleges and universities to provide teacher training
- advocating for the inclusion of children with special needs in schools.

Challenge:

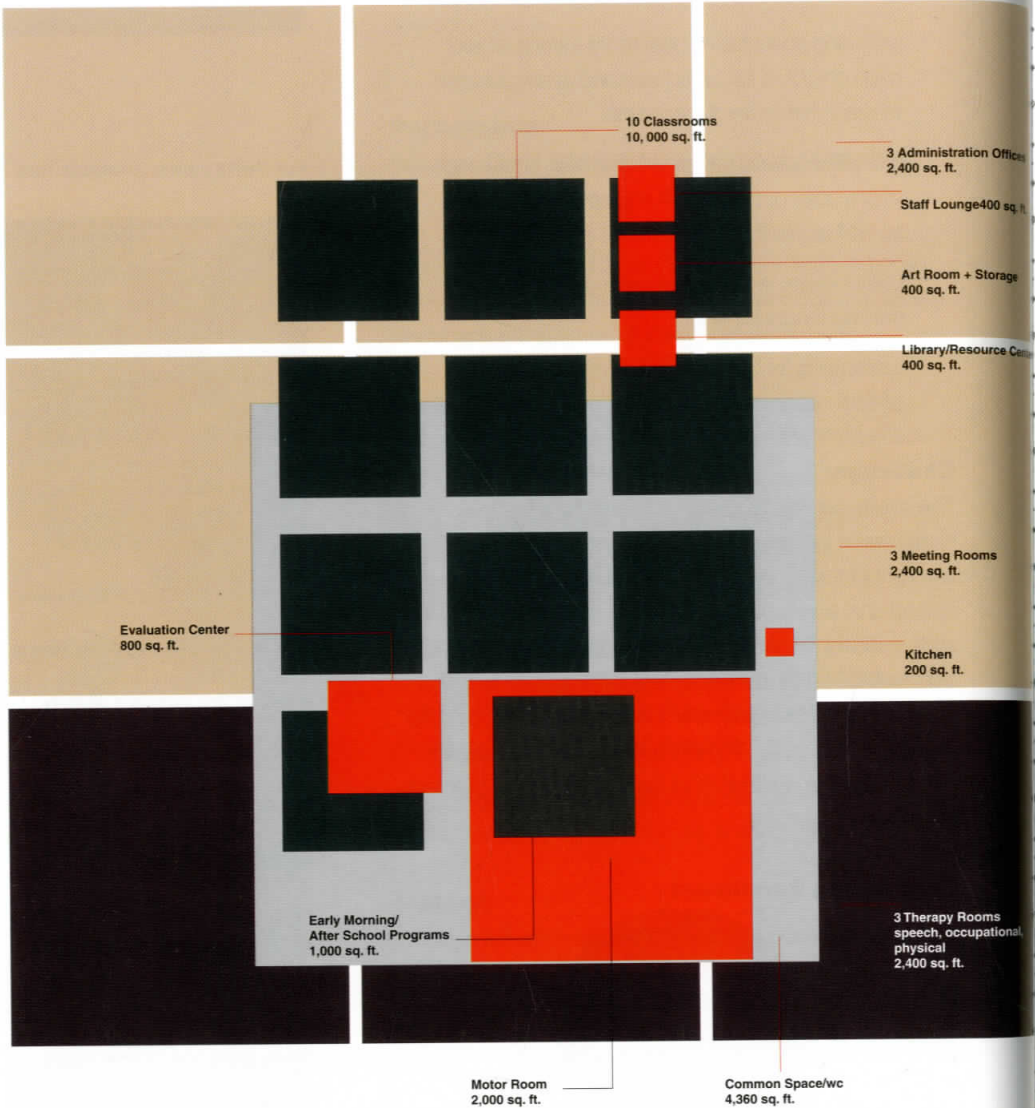
The challenge was to design a new school for Jowonio, a K-3rd grade inclusive education program on the site of two light industrial structures. The buildings were to be reused and additions built to accommodate the 30,000 sq.ft. needed. However, the buildings could not be connected as they are separated by a right-of-way. The existing two structures to be purchased by Jowonio totaled 16,000 sq.ft. Therefore, each proposal had to accommodate an addition of at least 14,000 sq.ft. to meet the needs of Jowonio.

2000 Spring Enrollment



For thirty years, Jowonio has been an important player in the education of Syracuse and Onondaga's children. Jowonio school, whose name means "to set free" in the language of the Onondaga Nation, was first a pioneer and then a leader in the field of inclusive education. The school's name reflects the mission of the inclusive school: "to free children to learn and grow without stereotypes and prejudice."

Space Needs: Proportion Analysis



Total Space: 26,160 sq.ft.

KEY:
Plan Diagrams

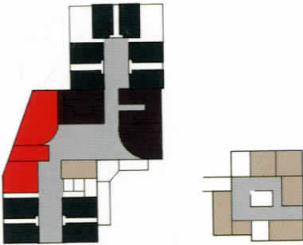
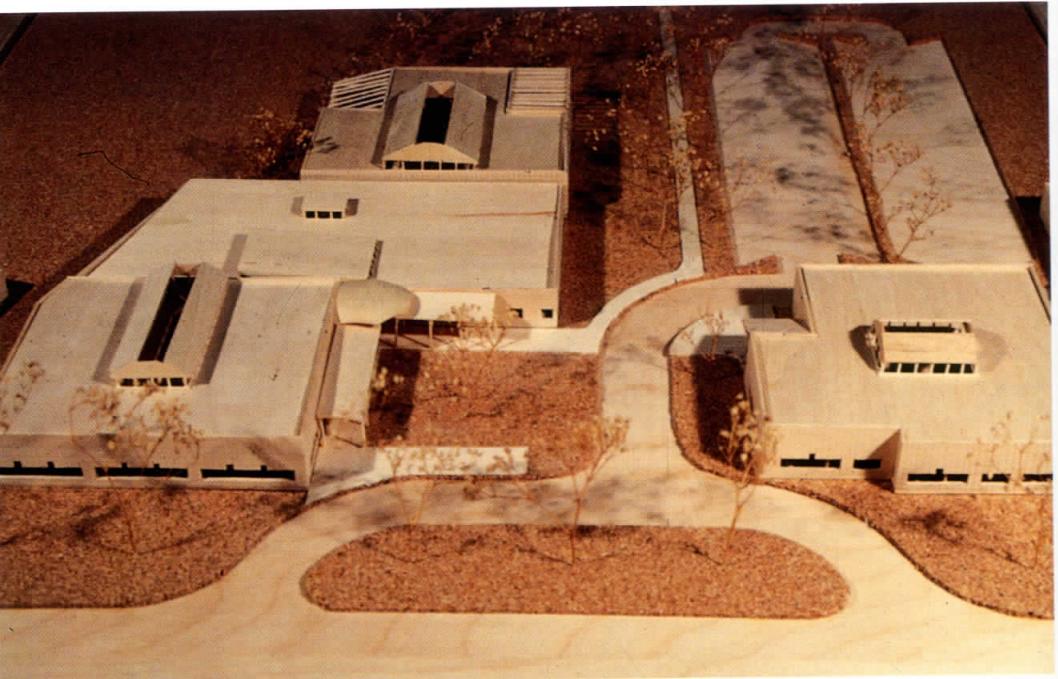
- classroom
- therapy
- offices
- gym/group space
- circulation

Opening its first year with just 15 students, Jowonio now enrolls more than 120 children. Jowonio's faculty of 75 full and part-time professions includes teachers, therapists, social workers and psychologists. A staff survey determined an additional need for 16,000 sq. ft. of space to their current 10,000 sq. ft. facility.

"In the CDC, I had to learn to work with 9 other students on the same project which meant I had to learn to compromise, discuss and draw constructively."

*Heidi Zielstorff -
Work Experience in School
through Community Projects
in the CDC*



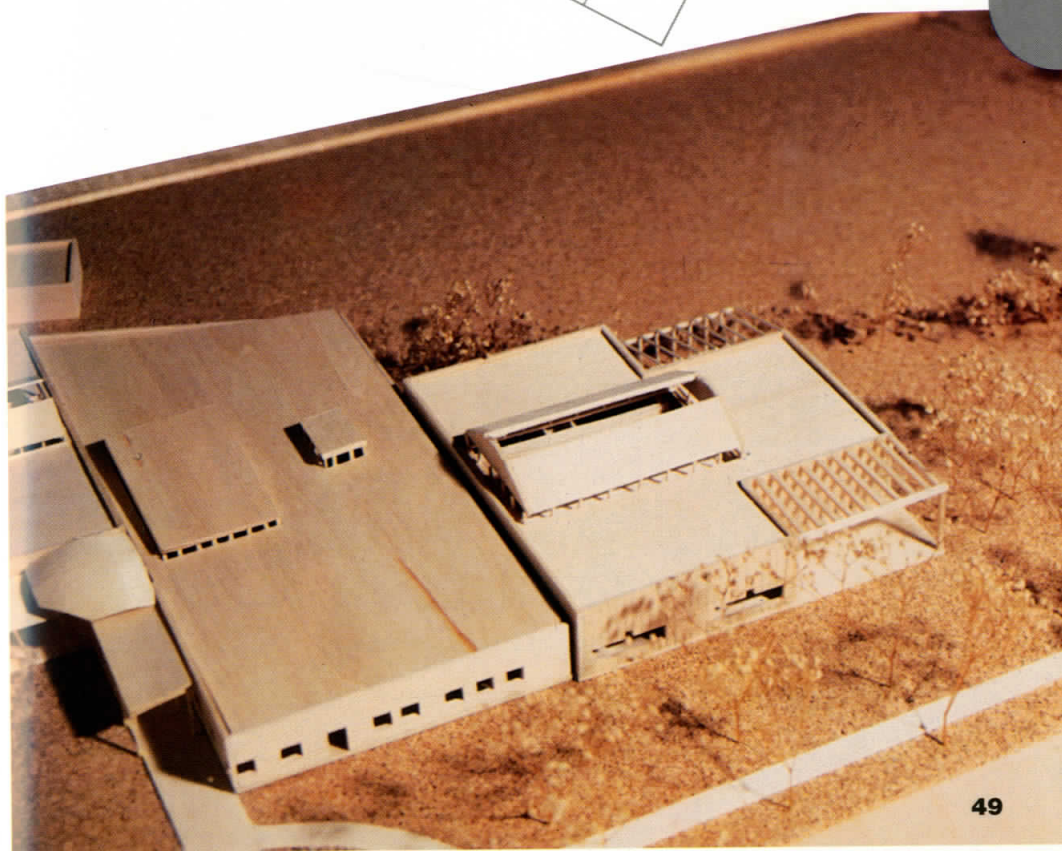
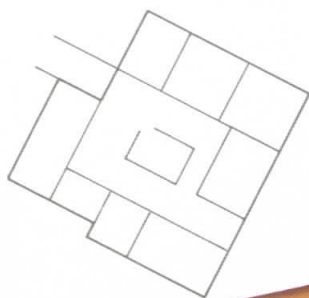
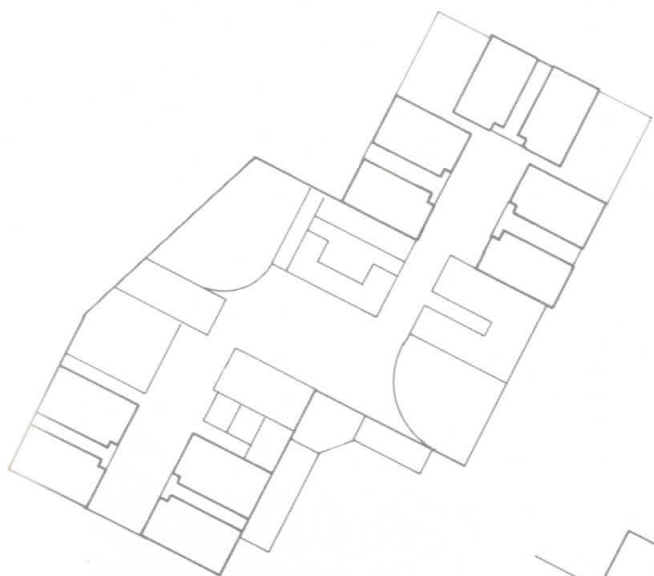


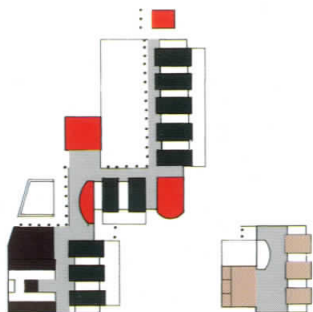
KEY:
Plan Diagrams

-  classroom
-  therapy
-  offices
-  gym/group space
-  circulation

Three of a kind

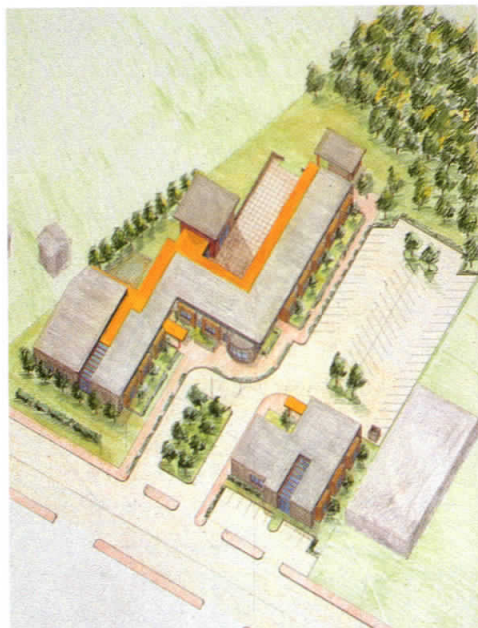
This proposal extends a U-shaped structure to the rear of the site and oriented back towards the street. The existing two buildings are renovated, and common spaces are carved out of the three forms to create a common void, formally uniting the elements. The shared circulation space doubles as the recreation room.





A Campus

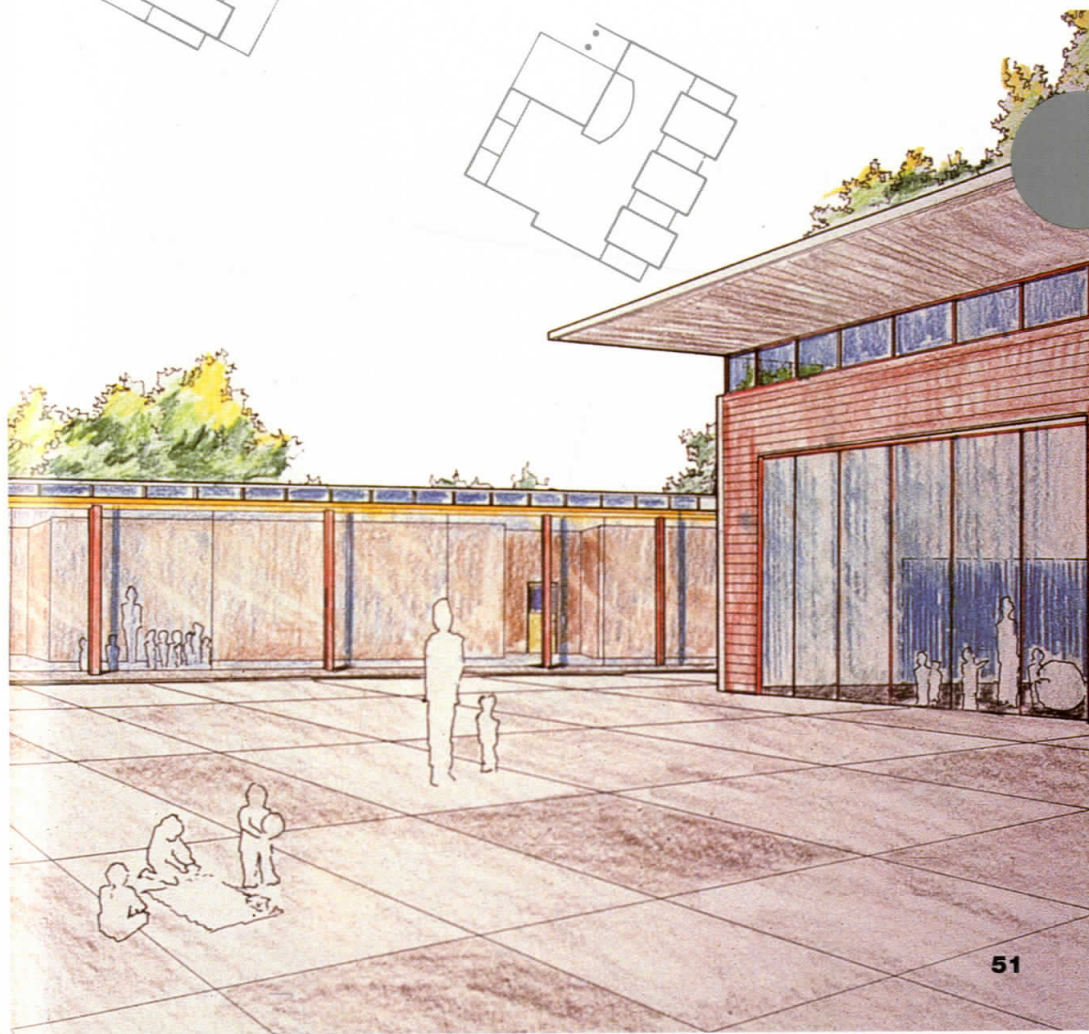
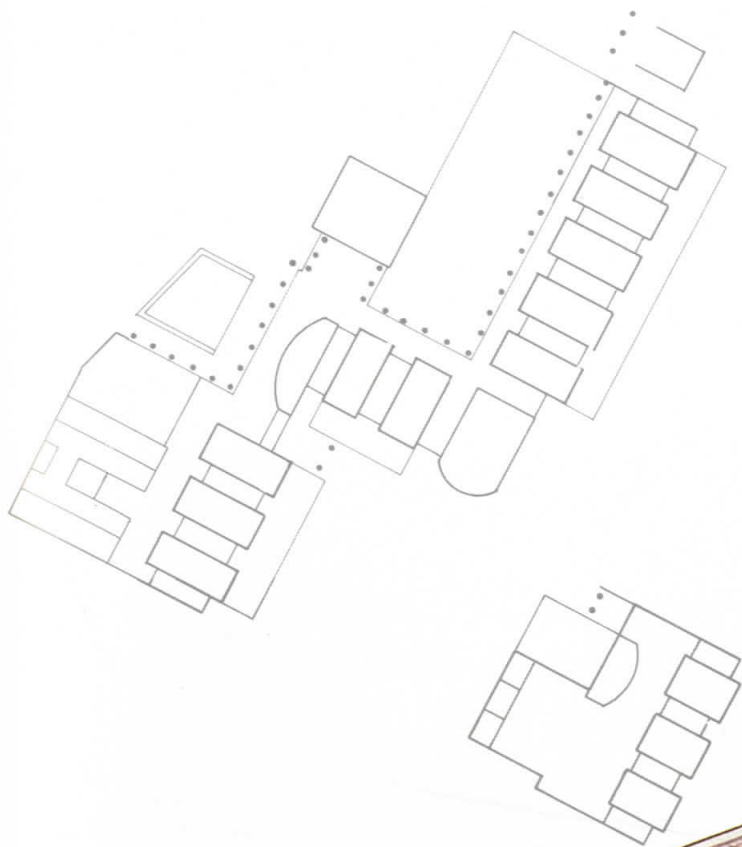
This proposal is intended to create a feeling of safety and enclosure by breaking-up the programs. The large motor space is developed as a focal point for the axial composition. The motor space spills out onto an open but well-defined courtyard for additional recreation space to the rear of the site.



“In most firms today, the term master architect has given way to collective design teams, requiring students to be well versed in group dynamics and the skills of speaking, facilitating, and listening. These are skills missing within the traditional studio education. Collaborative studios sound like the most educational in teaching professional skills to architecture students, but in reality, they are the most difficult to regulate. Group work is more frustrating to architecture students than completing an entire design problem individually.”

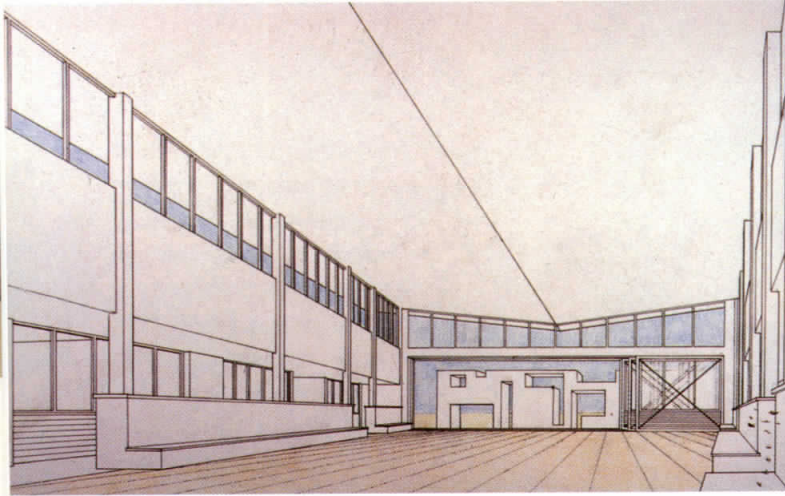
Sara Sachs - A Study of Pedagogy in the Design Studios of Architectural Education



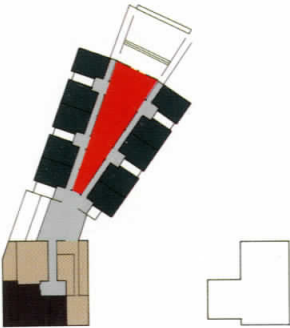


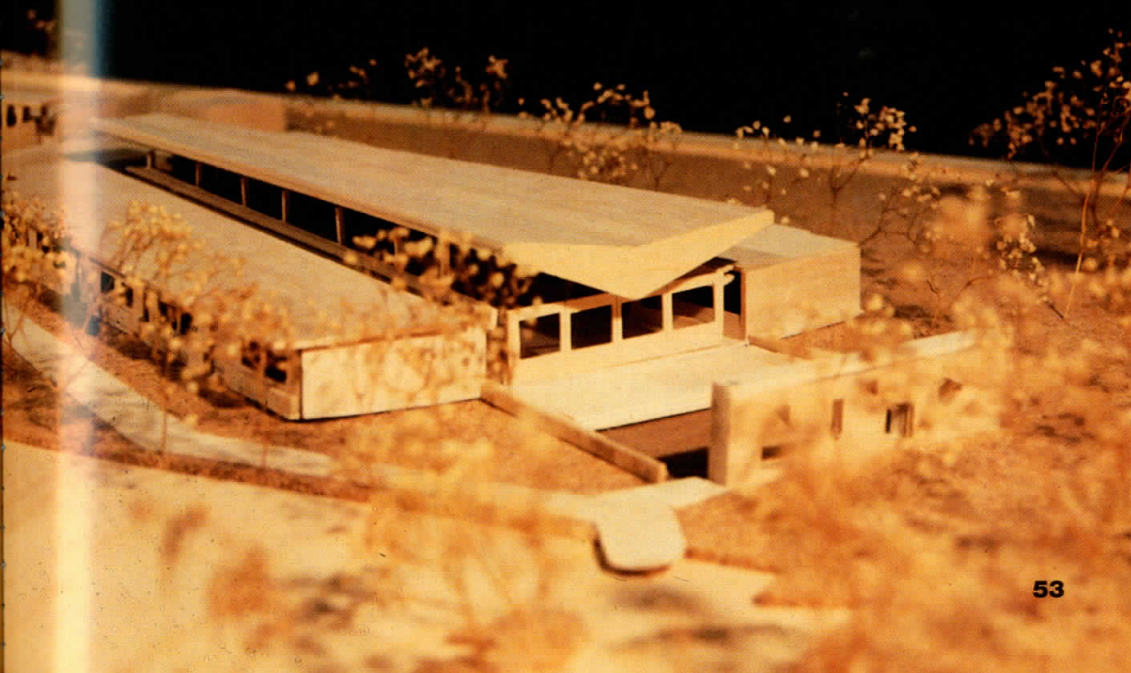
The Fan

This proposal only reuses one building, the second structure would be rented out to generate revenue. The large fan-shaped space becomes a multipurpose hall, ideal for both events and recreational space. The classrooms and hallways define the shared common room.

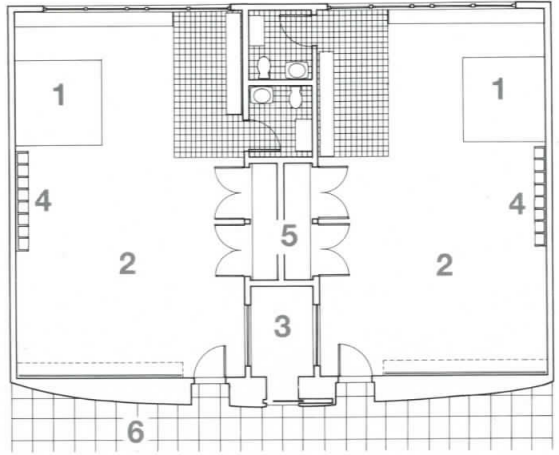
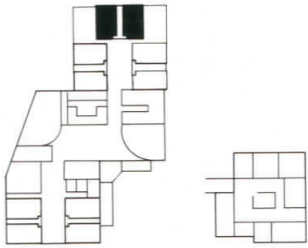


Interior perspective of common space and sculpture wall beyond.

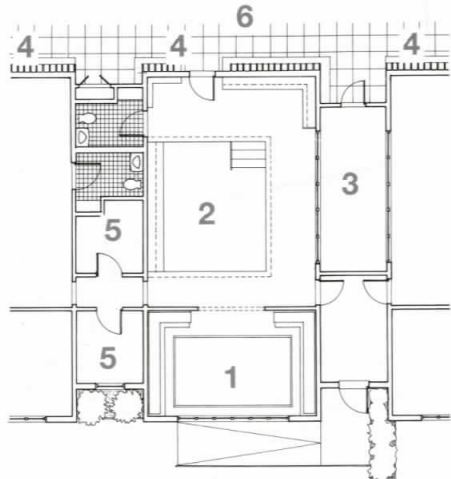
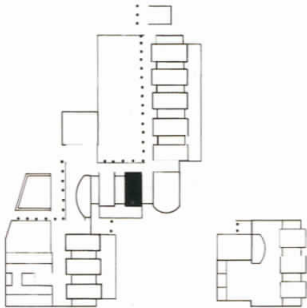




A

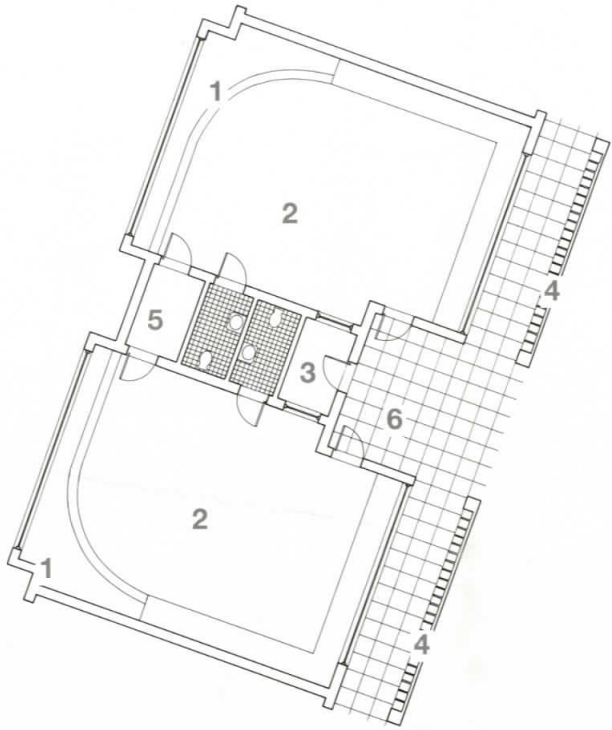
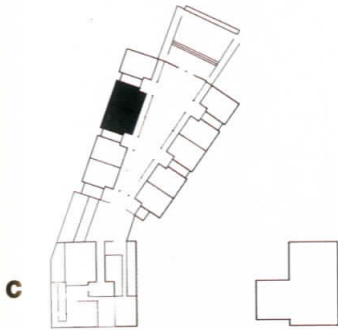


B



"The architect has the dual social responsibilities to educate society and be educated about society."

Christine Hostettler - *The Ideal Community Work*



KEY:
Classroom Diagrams

- 1 reading area
- 2 classroom
- 3 observation
- 4 cubbies
- 5 storage
- 6 corridor

Status:

Three alternatives were developed from the Jowonio workshops and presentations. The spatial solutions for the classrooms and varying programs formed the basis for the work further developed in the Spring 2000 Chase Community Development Competition for Jowonio on a new site negotiated with the city.


Chase Community Development Competition
Spring 2000

School of Architecture

School of Law

Jowonio

School of Management



To free children to learn and grow without stereotypes and prejudice

School of Public Affairs

“There is always the fine line between sharing of opinion and making an authoritative command. As a beginning designer myself, it is both gratifying to see the rapid pace of my own development evidenced in just three years and humbling to understand just how much I do not know...”

David Enriquez

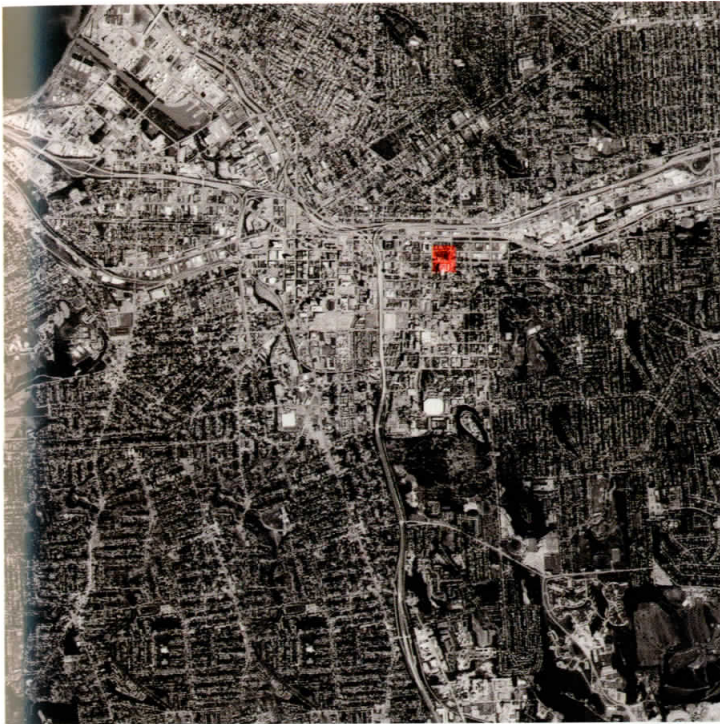
A Semester of Peer Learning in the Design

Studio Setting

- Thoughts on the CDC

"It seems like all the schools tend to operate in their own academic environments, especially at the graduate level. The competition gave exposure to the fact that each school has something to offer the other."

Neil Avutu - Law



SPRING 2000

PROJECT: CHASE COMMUNITY DEVELOPMENT
COMPETITION

Partner:

Jowonio School

Participants:

Primary faculty:

David Gamble Assistant Professor, Architecture

Additional advisors:

Bill Coplin, Director, Public Affairs Programs, Maxwell

Gisela von Dran, Assistant Professor, School of
Management

Maura Flood, Visiting Professor, College of Law

Pam Heintz, Director, CPCS

Dr. Ellen Barnes, Director, Jowonio School

Liz Krisanda, Friends of Jowonio

Students (6):

Neil Avutu, Law (3L)

Brian Burke, Law (3L)

Candace Corbin, Architecture (undergraduate)

David Enriquez, Architecture (graduate)

Jolanta Marcinkowski, School of Management /
Maxwell (graduate)

Kristina Rico, Public Affairs, Maxwell (undergraduate)

History:

This interdisciplinary competition pairs non-profit organizations with universities to present design and financing proposals for "real-world" projects.





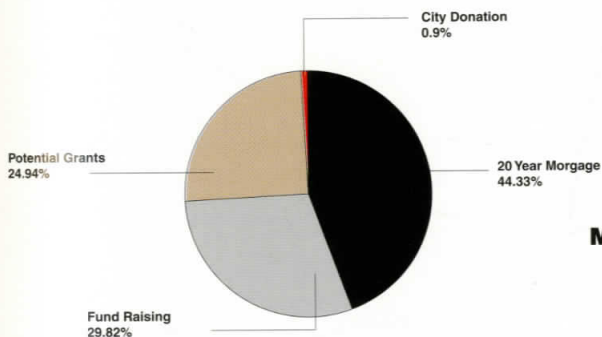
Challenge:

The challenge of the competition was to develop a comprehensive design, policy and financing package for Jowonio, an inclusive, K-third grade elementary school for children with disabilities. The SU team tapped the expertise of each discipline and assembled a comprehensive package for the new school which included financial pro-formas, plans, models and over 23 letters of political, neighborhood and educational support for the project.

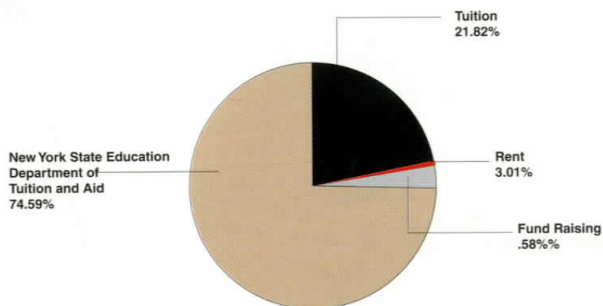
For the purposes of the interdisciplinary competition, students had to devise creative design, financing and policy proposals together with the non-profit partner.

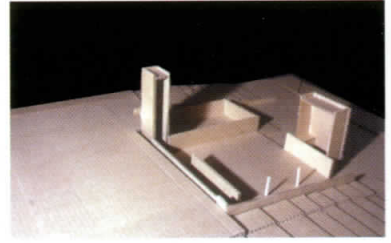
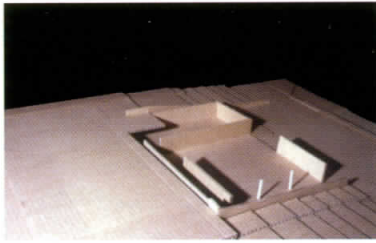
Community Info:

Sources of Funding



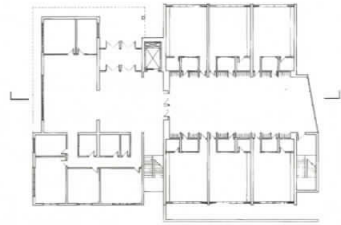
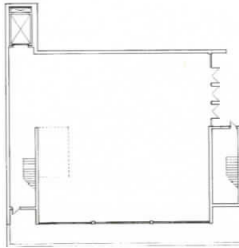
Mortgage Financing





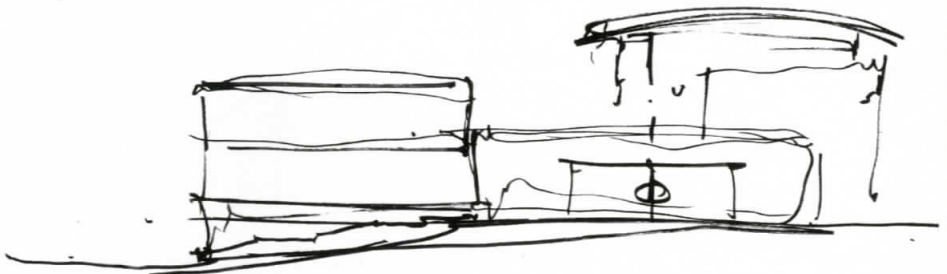
ground floor

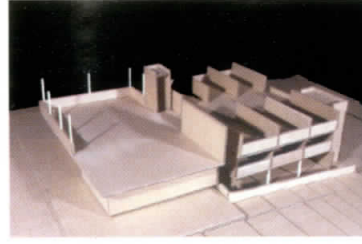
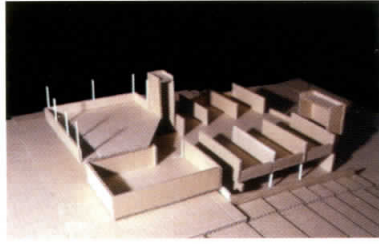
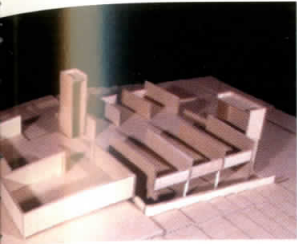
first floor



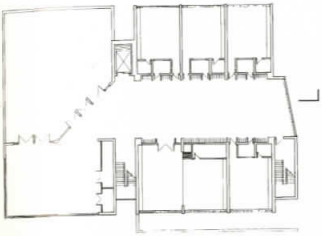
Concept:

In order to take advantage of the site's slope, a daycare facility is located on the lower level. The daycare is utilized by both Jowonio and local residents in the neighborhood. Classrooms are located on the first and second level. Due to site restrictions and busy streets, the playground and motor spaces are raised above the street level, providing a safe haven for the children. A large elevator links the three levels.



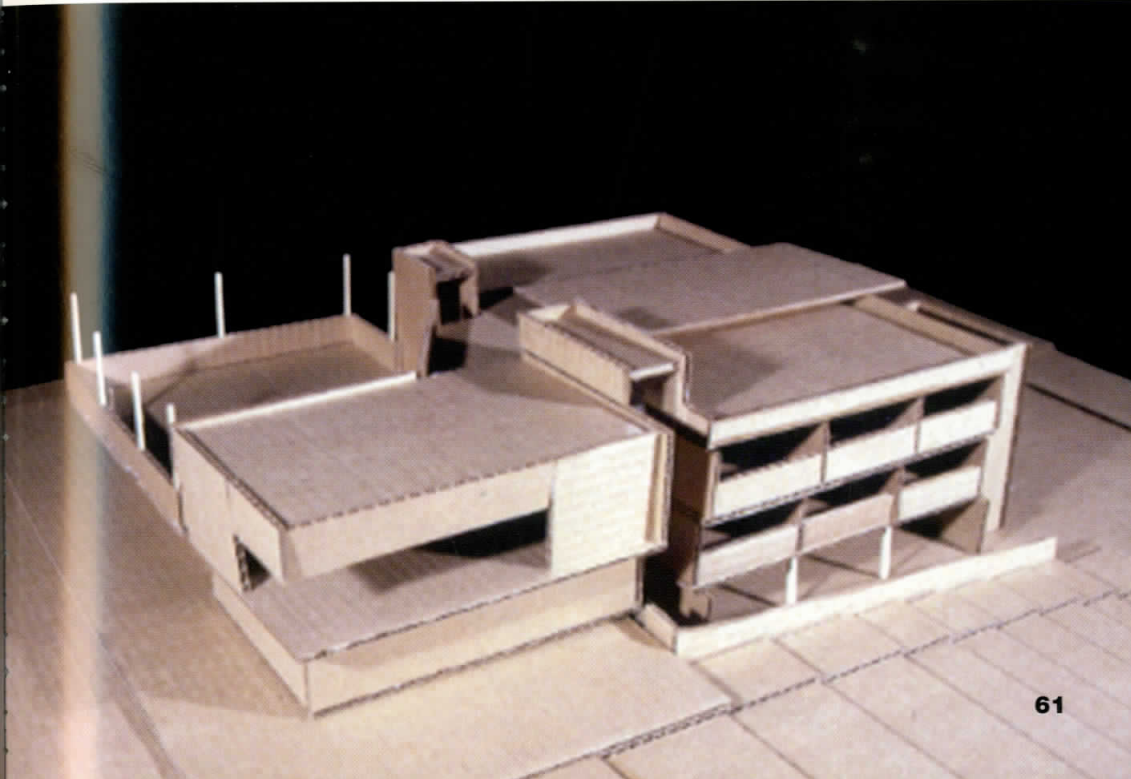


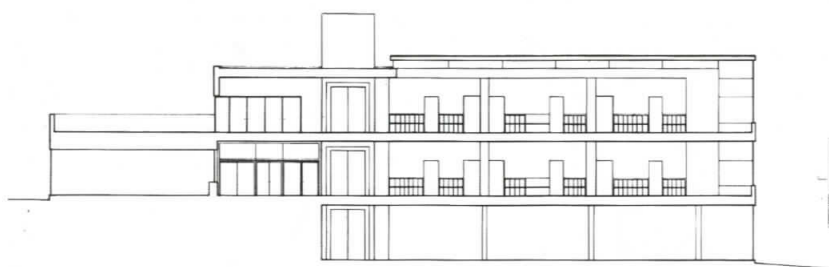
second floor



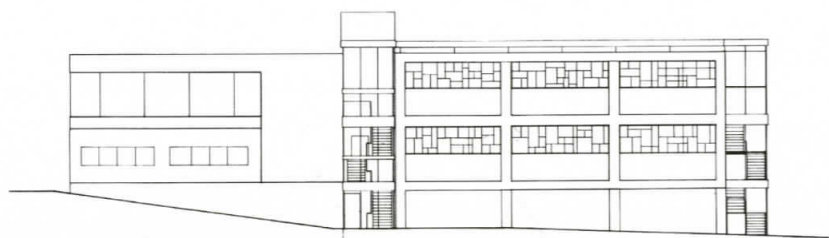
"Creativity of design is one of the key factors that sets one architect apart from another. The development of this skill is clearly very important in any university. However, there are different modes of creativity which can be used and developed."

Candace Corbin - Design and the Architect

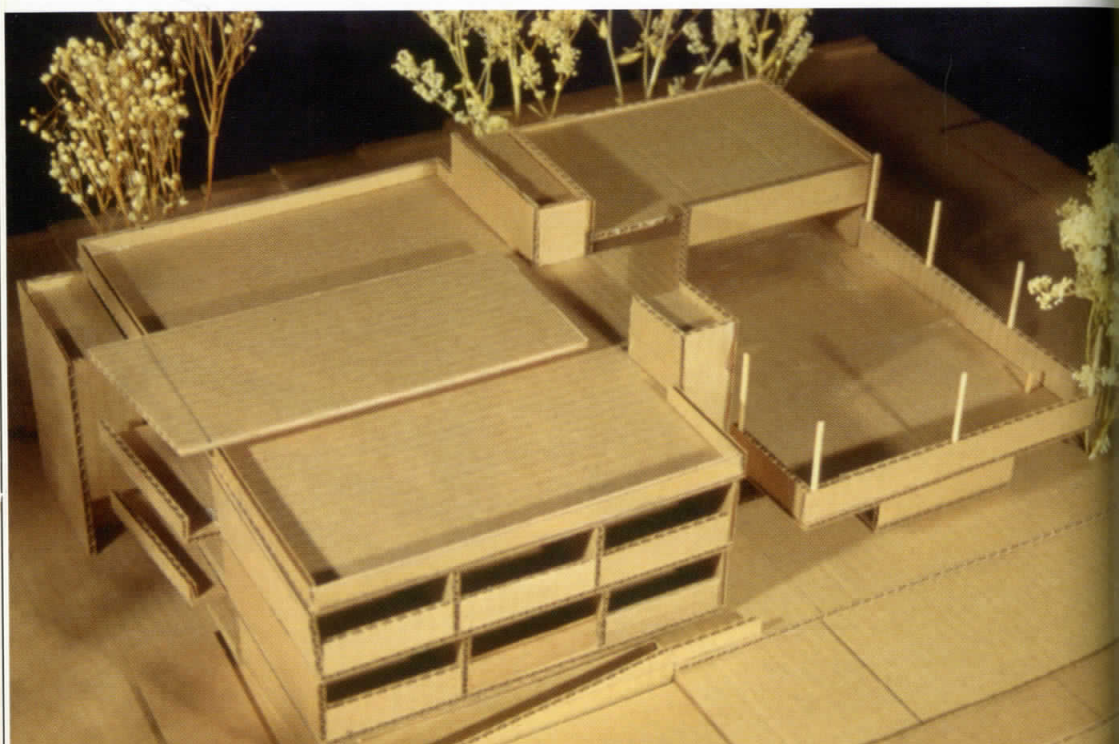


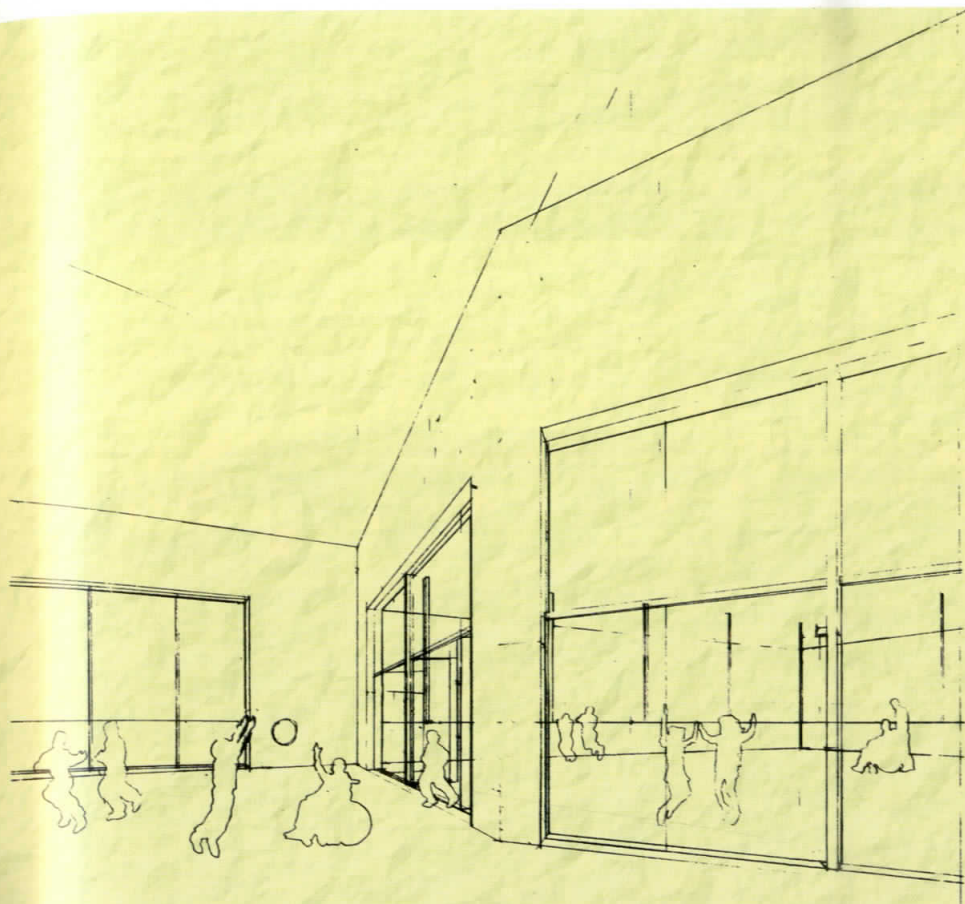


longitudinal section



east elevation





*Interior view from motor space to raised
playground*



Status:

The Syracuse University team garnered second place and \$10,000 for the Jowonio school through the competition. The final presentations were held at Chase Manhattan Bank World Headquarters in New York City in April and May 2000. Jowonio is currently developing a capital campaign for their new school.

Eastside Initiative Spring 2000



"Truly viable, sustainable communities are developed by the hard work, vision and dedication of the people who live and work within them. Federal organizations like HUD can support these efforts with critical resources and broad, national objectives. However, it is the local community, city government, nonprofit organizations, residents, faith-based organizations, educators and leaders who can apply their own expertise and infinite energy to design strategies that best address the specific needs and neighborhood opportunities."

“The social art of coming to a consensus is a very important skill to master in the shaping the design of a project. This skill was easier to master when everyone on our team had a common goal of helping people through community design.”

*Narin Sappakit -
In Search of a Consensus*



SPRING 2000

PROJECT: EASTSIDE INITIATIVE

Partner:

Eastside Neighbors in Partnership (ENIP)

Participants:

Faculty:

Cheryl Doble, Associate Professor, SUNY ESF

David Gamble, Asst. Professor, Architecture

Students (21):

Syracuse University - Architecture (11 students):

Natasha Bonugli, Ben Gramann, Yi-Fen Chen, Grace Chill, Youngchul Jang, Sung Min Kim, Kwang Sub Lee, Narin Sappakit, Jason Simmons, Tony Wang, Jessica Wilks

SUNY ESF - Landscape Architecture (10 students):

Sarah Endriss, Michael Franco, Kara Doeing, Jesse McLean, Jonathan Logan, Aimee Fisher, Amanda Treadwell, Dorit Boerner, David Russo, Aparna Thakur

History:

ENIP began in 1987 with a staff of one and currently employs around 20 individuals. The organization is "devoted to empower residents of the Syracuse community to initiate and accomplish comprehensive community development". The Eastside of Syracuse has undergone tremendous social and physical changes in the last 50 years including disinvestment, the isolation of large scale public housing projects and the marginalization of local businesses.



Challenge:

The challenge of this workshop was three-fold:

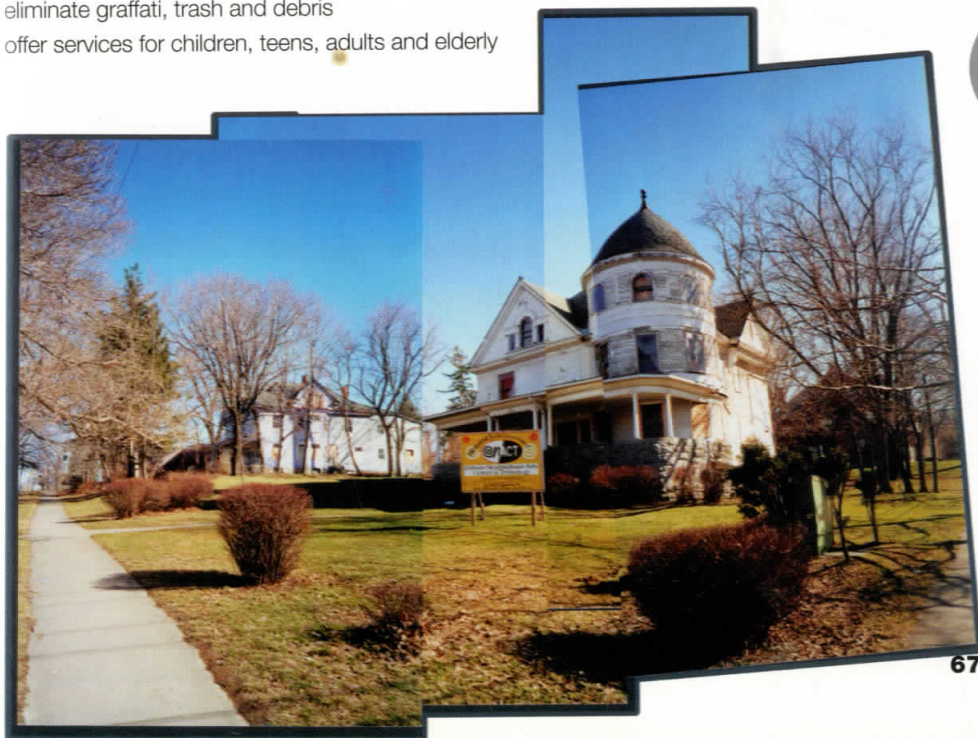
1. develop "corridor" design strategies for E. Fayette St.
2. design and program a year-round marketplace
3. develop an exterior landscape strategy for the ENACT building

Community Info:

Focus Group Issues compiled by NOTICE (Neighborhoods Organized To Increase Community Economics). Issues listed refer to responses to the question: What are things that concern you along East Fayette Street?

- stimulate economic development
- redevelop existing properties and underutilized sites
- eliminate drug traffic
- reduce loitering
- increase safety and reduce crime
- increase community communication
- increase community participation and pride
- stabilize zoning
- offer diversity of housing
- eliminate graffiti, trash and debris
- offer services for children, teens, adults and elderly

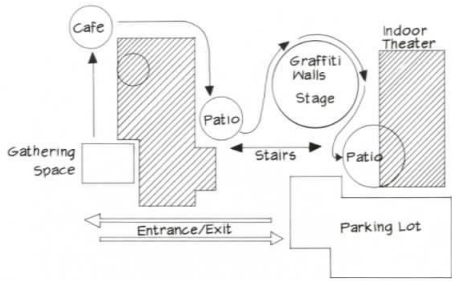
Slated for demolition by a national drug store chain, Eastside Neighbors in Partnership purchased the majestic Jewish War Veterans home in 1997. The turn-of-the-century Queen Anne Victorian structure will house a vibrant community center for arts, culture and technology.



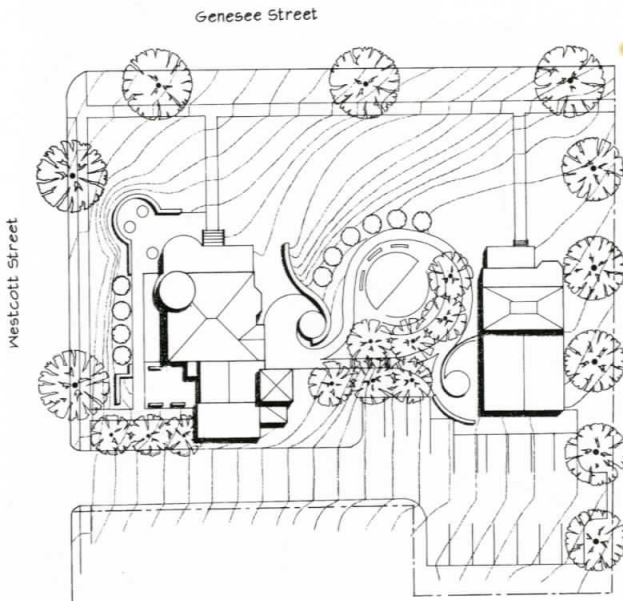
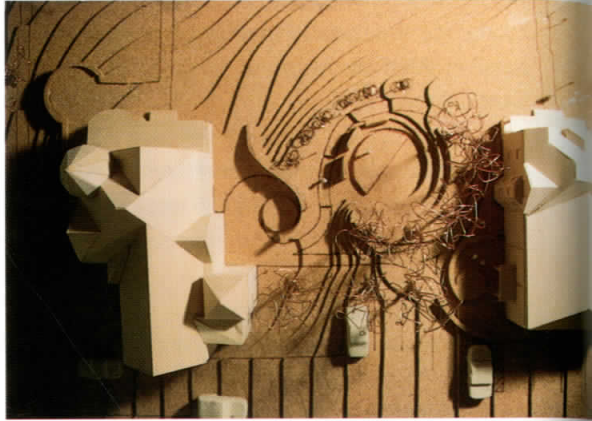
ENACT Landscape Design

Marketplace

Fayette Street Corridor



Schematic diagram



Site Plan

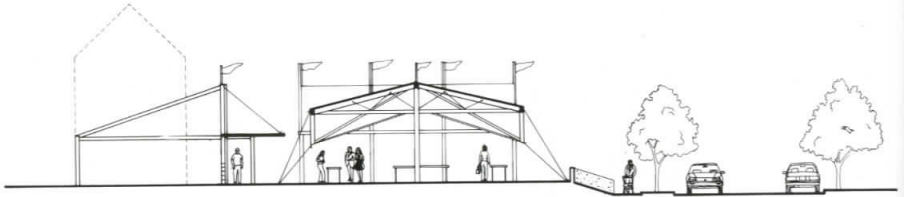
“In studio projects, students, such as myself, communicate with professors, architects or people who have an architectural background. We use architectural languages we have adopted in reviews or conversations because we have common knowledge and background in the area. However, in real life, the medium of communication is not that simple. It is a hard and complicated procedure that must be dealt with caution, detail and a good manner.”

Youngchul Jang - Communication is the Key



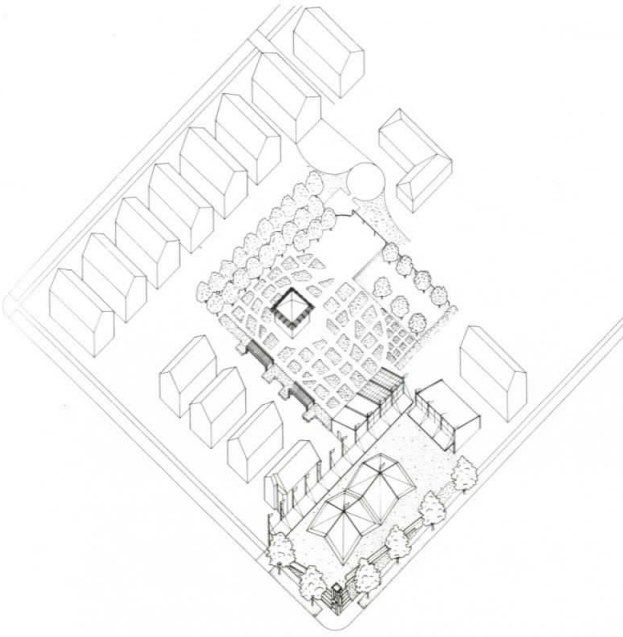
Marketplace

Fayette Street Corridor



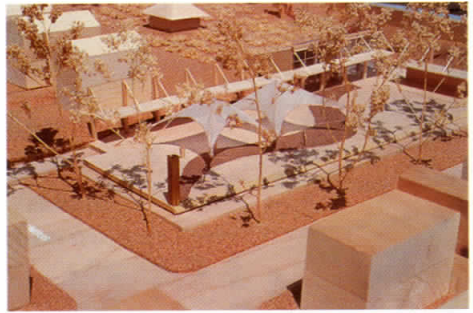
Cross section of Marketplace





“Only those people who walk these streets everyday truly know what it is like to live in this type of setting, but by relating their concerns, stories and solutions we, the designers, were able to more accurately address the situation in a way more appropriate in this specific area.”

Jessica Wilks - Untitled





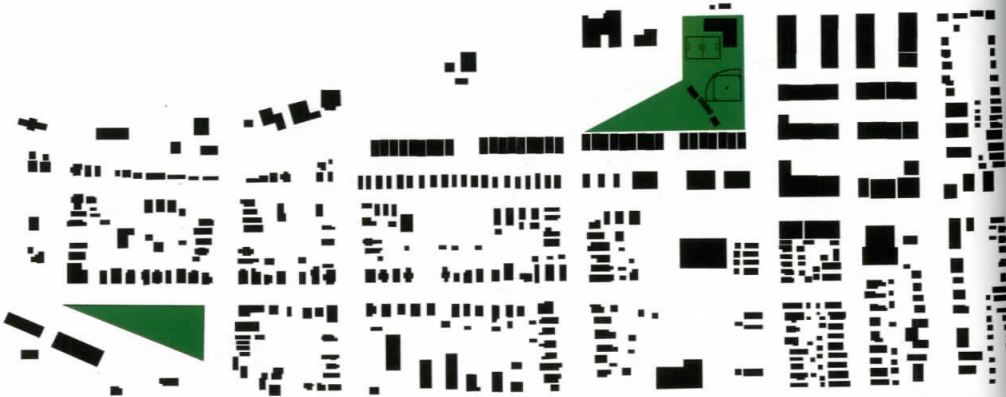
ENACT Landscape Design
Marketplace
Fayette Street Corridor



Aerial photograph



Existing figure/ground



Proposed neighborhood plan

Phase 1.

- Rehabilitate residential and commercial structures
- Remove unsound structures and rebuild on vacant residential lots



1

Phase 2.

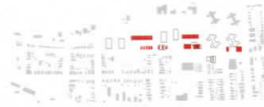
- Begin to remove Sunset Apartments closest to Westmoreland Street
- Continue to rehabilitate residential homes
- Begin infill of single family houses and townhouses
- Begin green space development
- Implement Overlook Road



2

Phase 3.

- Remove Southeast Rolling Green Apartment building
- Extend Ellis Street north to Dakin Street
- Infill commercial structures on the East Fayette and Croly Street intersection
- Continue to infill residential structures
- Continue to remove Sunset Apartments
- Begin to develop public service facilities



3

Phase 4.

- Continue to remove Rolling Green Apartments along Westmoreland and East Fayette Street
- Continue to remove Sunset Apartments
- Infill townhouses and public service facilities
- Continue to develop commercial district to Westmoreland Street



4

Phase 5.

- Remove remaining apartment buildings
- Infill townhouses when the apartments are fully removed
- Continue to establish parks and greenways



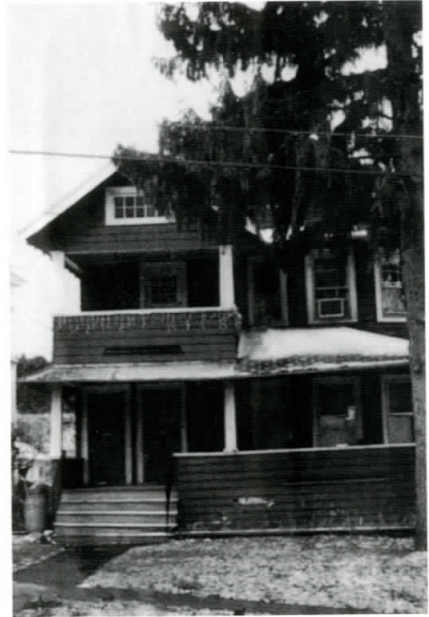
5

In communities that are economically challenged, often small-scale development initiatives begin with the maintenance and revitalization of existing buildings. Workshop participants created an inventory photoboard which documents the existing structures along the corridor and classifies them according to typology.



Small Single-Family

- Wood frame structure with subtle architectural detailing
- Entrance and porch address street
- Positive relationship to street
- Scale of buildings is consistent with context
- Presence of street trees



Medium Multi-Family

- Wood frame structure with subtle architectural detailing
- Separate entrance for each unit
- Separate porches for each unit
- Positive relationship to street
- Scale of buildings is consistent with context
- Presence of street trees



Large Multi-Family

- Wood frame structure with subtle architectural detailing
- Separate entrance for each unit
- Large porch address street
- Positive relationship to street
- Scale of buildings is consistent with context and allows for two- to three-family dwelling
- Presence of street trees



Small Row House

- Wood and masonry structure with minimal architectural detailing
- Entrances and porch address street
- Positive relationship to street
- Scale of buildings promotes individualized ownership of space
- Presence of street trees



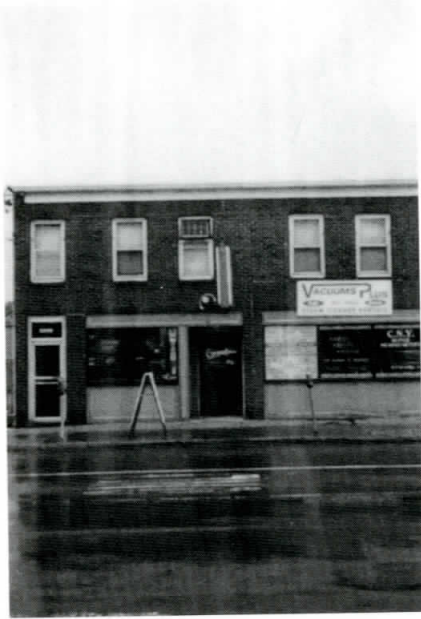
Medium Scale Apartment

- Masonry structure with subtle architectural detailing
- Entrance address street
- Positive relationship to street
- Scale allows for more apartments while maintaining qualities of ownership and safety



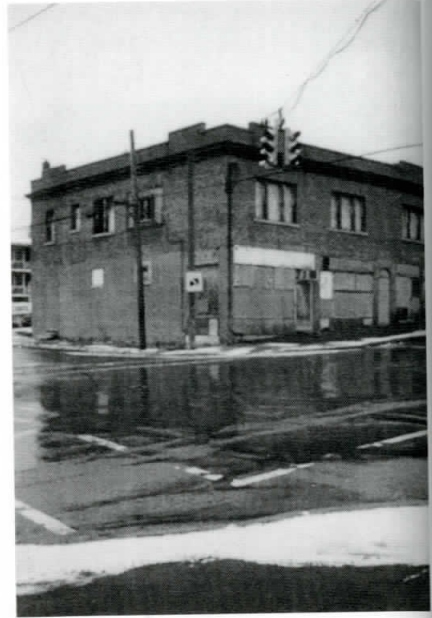
Large Row House

- Masonry structure with unique architectural detailing
- Entrance and porches address street
- Positive relationship to street
- Scale allows for more apartments while maintaining qualities of ownership and safety



Small Scale

- Masonry structure
- Storefront entrance addresses street and promotes business activity
- Primary entrance to second floor promotes interaction and monitoring for safety
- Building setbacks provide ideal street relationships
- Scale of buildings promotes commercial business, apartments and pedestrian atmosphere



Medium Scale on Corner Lot

- Potential for adaptive re-use
- Masonry structure with unique architectural detailing
- Storefront entrances address street and promote business activity
- Primary entrance to second floor promotes interaction and monitoring for safety
- Corner lot setbacks provide ideal street relationships and strengthen intersection
- Scale of building promotes commercial business, apartments and pedestrian atmosphere



Large Scale on Corner Lot

- Masonry structure with unique architectural detailing
- Storefront entrances address street and promote business activity
- Corner lot setbacks provide ideal street relationships and strengthen intersection
- Scale of building promotes commercial business, apartments and pedestrian atmosphere

Status:

Construction for the exterior design for the ENACT building will begin in the Spring of 2001. Drawings and models for the East Fayette Street corridor and the marketplace are being used by ENIP to obtain local, state and federal funding.





"From the workshops, there were some very enthusiastic communities who look forward to seeing this happen, but the rest of them see these acts as a dream that won't happen easily. These residents are too accustomed with their situation. They know their voices are only a sound of a cricket in the ocean."

Kwang Sub Lee - What makes good and bad neighborhoods?

infill axonometric based on neighborhood typology

Southside: An Urban Village

Fall 2000

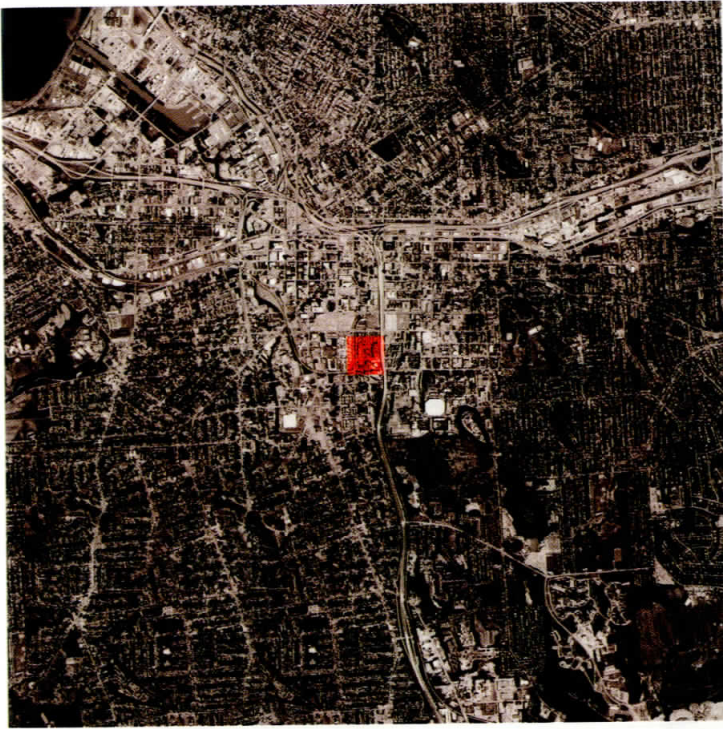


"The process of community design not only results in an improved physical space in inner-cities, but it also infuses the interests and energies of community members and leaders within neighborhoods. By way of analogy, community design does for architecture what corporate social responsibility does for corporate America."

*Steven Hanmer -
Urban Revitalization: Measuring the
Dimensions of Community Design
Interactions*

“Revitalization projects are far too expensive for cities to be constantly upgrading the quality and comprehensives of services offered in many urban centers so they usually wait until the problem has reached danger levels before they do something about correcting it.”

*Douglas Golden -
An Economist in an
Architect's World*



Fall 2000

SOUTHSIDE WILSON PARK: A NEW COMMUNITY CENTER FOR PIONEER HOMES

Partners:

Concerned Urban Parents (CUP Inc.), Syracuse Housing Authority (SHA) and Syracuse Department of Parks Recreation and Youth Programs

Participants:

Primary faculty:

David Gamble, Asst. Professor, Architecture

Additional faculty:

William Coplin, Director - Public Affairs Program, Maxwell

Pam Heintz, Director - Center for Public and Community Service (CPCS)

Students (8):

Casey Boss	Architecture (junior)
Alexander Czoli	Architecture (grad.)
Katy Easterly	Public Affairs (junior)
Doug Golden	Economics (A&S - sophomore)
Steve Hanmer	Public Affairs (grad.)
Justin Hibner	Architecture (senior)
Jesse Macdougall	Architecture (senior)
Eric Schlameuss	Architecture (junior)

History:

Pioneer Homes was the first housing project built in New York State and one of the first five public housing projects built in the United States. Constructed in 1938, Pioneer Homes originally consisted of 678 family and elderly units. However, due to the construction of Highway 81 in 1961, five apartments were destroyed and the neighborhood east-west connection was destroyed. Between 1990-1995, Pioneer Homes underwent building maintenance and renovations. The Syracuse University steam station lies adjacent to the existing playground of Wilson Park.

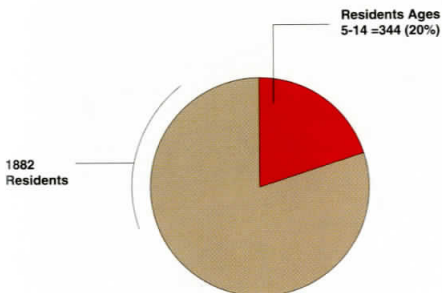
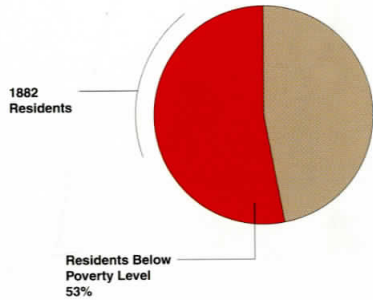
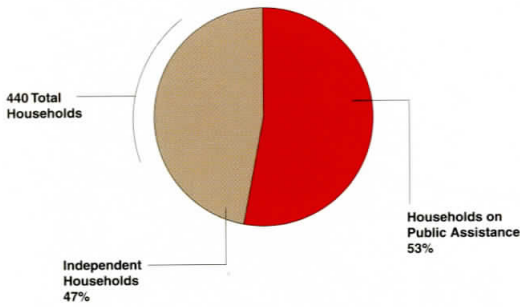


Challenge:

Although the apartments of Pioneer Homes have been recently renovated, the design of the major, public open space of the housing project - Wilson Park - is isolated. Moreover, the existing community pavilion in Wilson Park is too small to accommodate the neighborhood's needs. The challenge is to design a new recreation and community structure for the residents of Pioneer Homes and stimulate scholastic, service and athletic activities in the neighborhood through diverse community programming.



Community Info:



This programmatic wish
list was compiled by the
community at the first
listening session
workshop:

EDUCATIONAL PROGRAMS AND SERVICES

Drug and Alcohol Education
Prevention Programs
Career Services
Job Training
On-Site Tutoring
Teen Lounge/Support Group
Big Brother/Big Sister
Computer Training
Science Lab
Library
Kitchen

existing building



RECREATION

Indoor Basketball Courts
Aerobics/Exercise/Gymnastics
Boxing Room
Video Games/Rec. Room (movies)
Stage
Cheerleading/Drill Team
Volleyball
Football
Baseball
Skateboarding/Bike
Locker Rooms
Playground...bigger, better/safer
surface, + tire swing, adult swing
Pool...deeper, wider, kiddie pool,
diving board, cover for year around
use

ADDITIONAL CONCERNS AND ELEMENTS

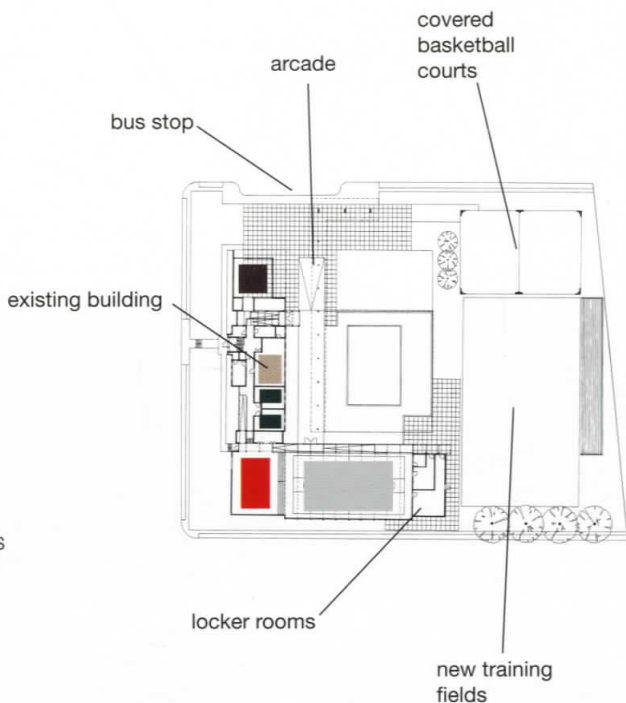
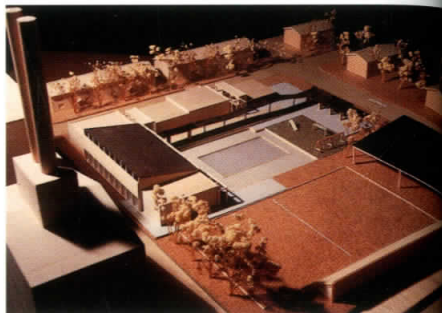
Security and safety...lights,
maintenance
Traffic in front and around Wilson
Park...bus drop off usage of handball
court and pool table drinking
fountain, vending, bathrooms

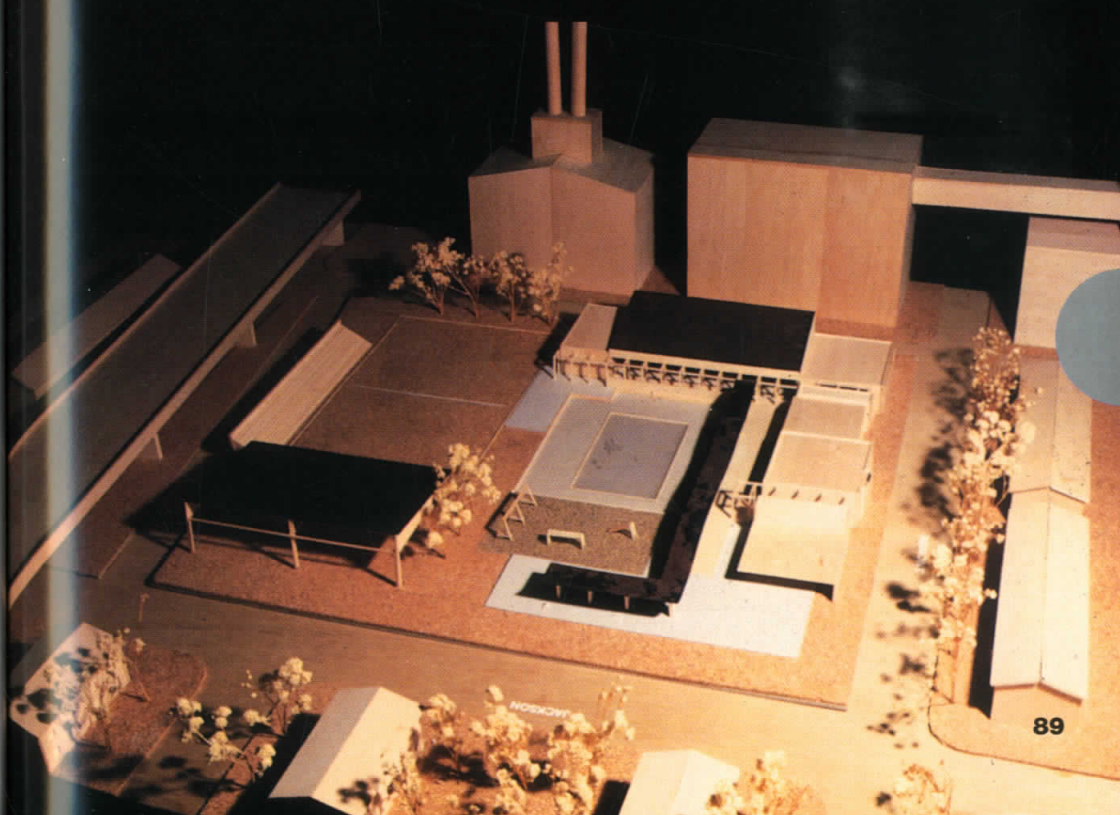
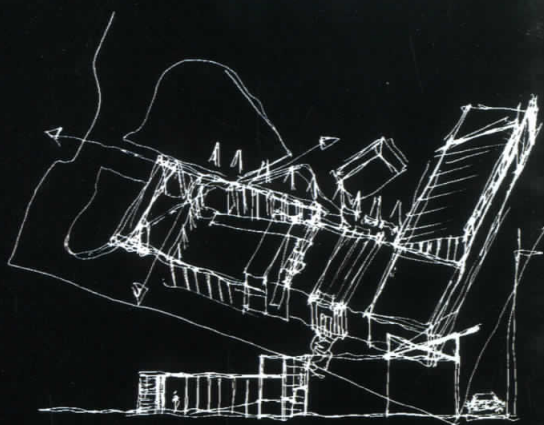


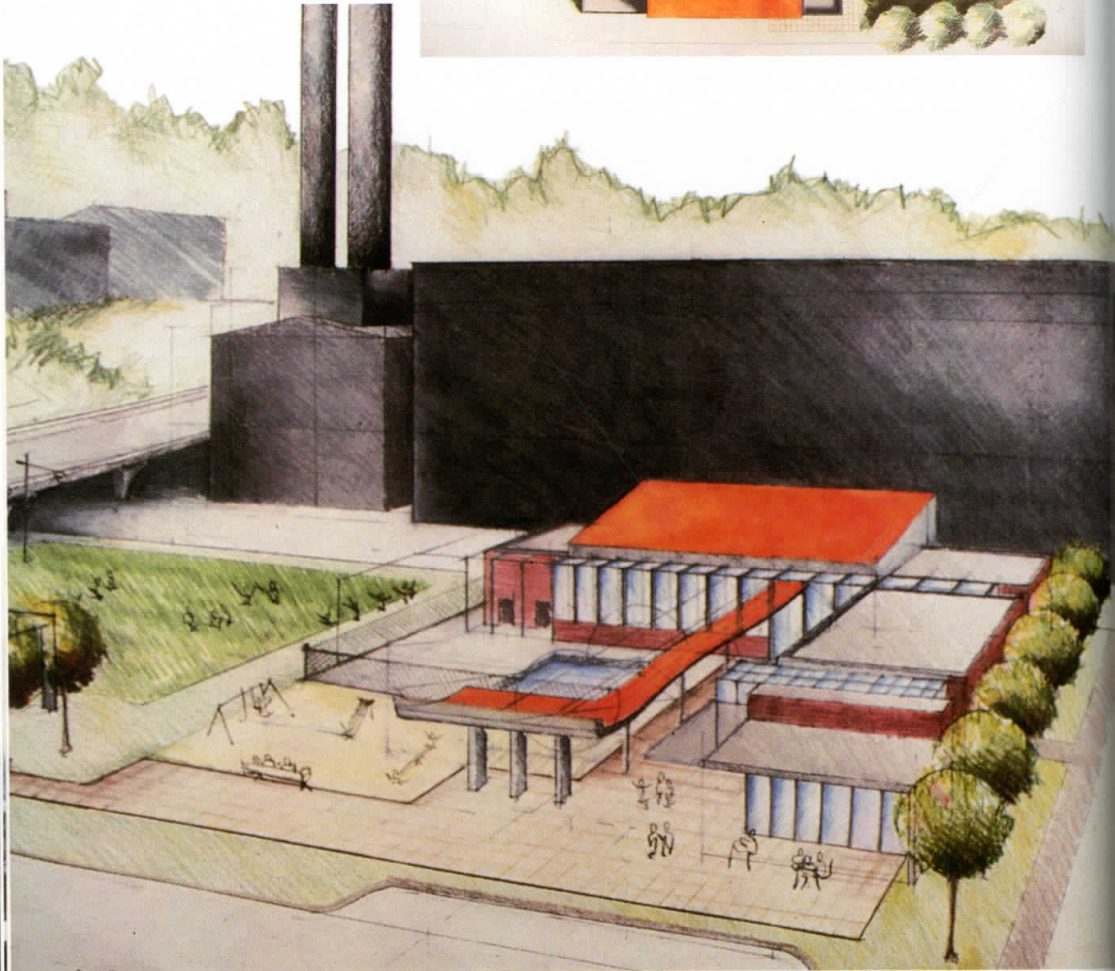
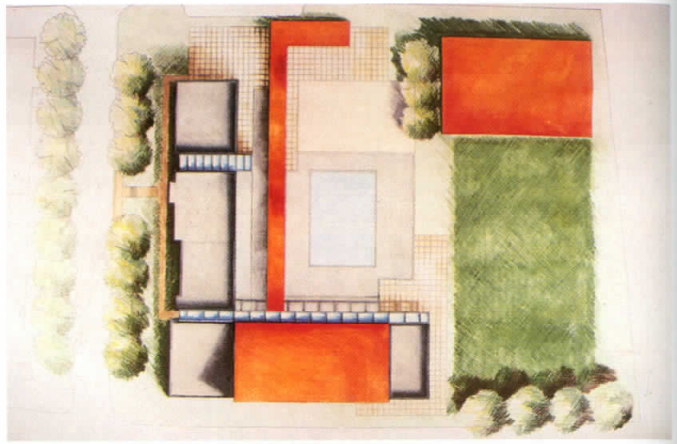
Site overview from top of Steam Station.

“In order for the CDC to be successful in the opinion of the community, we had to display our knowledge of the profession, listen to their ideas and concerns and be able to translate them into architectural terms.”

Casey Boss - Architects as Mentors







Perspective view of expanded Wilson Park building looking south towards steam plant.

Status:

This project is continuing forward in the Spring of 2001. Negotiations are being conducted between the Syracuse Housing Authority and the City Department of Parks and Recreation to determine project phasing and financing strategies. The new programs in the building addition will be run with assistance from five academic departments at Syracuse University, located just 400 yards away.

"The lack of real influence on city hall diminishes the ability for change to occur within neighborhoods. Syracuse still clings to its centrally controlled planning policy that stresses large-scale 'project plans' at the expense of community involvement in decision making."

Justin Hibner

*- On the Needs of Residents:
Community Involvement in
Neighborhood Planning*

Appendix

CDC Advisory Council

1998-2000

Bruce Abbey, Dean, School of Architecture (ex-officio)

William Banks, Professor of Law, College of Law

Sam Clemence, Professor, School of Engineering

William Coplin, Department Chair of Public Affairs,
Maxwell School

Sylvia Martinez-Daloia, Director of Community Relations

Cheryl Doble, Assistant Professor, Faculty of
Landscape Architecture, SUNY ESF

Rosanna Grassi, Associate Dean of Student Affairs,
Newhouse School of Public Communications

Richard Hawks, Chair, Landscape Architecture
Program, SUNY ESF

Art McDonald, Chair, Graduate Programs,
School of Architecture

Mary Ann Shaw, Associate of the Chancellor

Peg Stroman, Director of Neighborhood Planning,
Dept. of Community Development, City of Syracuse

Murali Venkatesh, Associate Professor & CAL Director,
School for Information Studies

Sara Wason, Associate Director, Corporate and
Foundation Relations, Office of Development

Nancy Wiggs, Asst. VP, Chase Foundation,
Chase Manhattan Bank

Two student leadership interns

One community representative

David Gamble, Assistant Professor, School of
Architecture, Director, Community Design Center

Pam Heintz, Director, Center for Public and
Community Service



Acknowledgements

There are many individuals whom I would like to thank for their support and assistance with the coordination of community workshops in our first two years. Pam Heintz, Director of the Center for Public and Community Service at Syracuse University and Dr. William Coplin, Director of the Public Affairs program at the Maxwell School of Citizenship and Public Affairs have been wonderful and important colleagues in expanding the scope of our academic reach outside of the School of Architecture. In addition, Syracuse University Chancellor Kenneth Shaw, Mary Ann Shaw, Vice Chancellor Deborah Freund and School of Architecture Dean Bruce Abbey have been instrumental in fostering an environment where faculty can provide new opportunities for student learning and community service. Sylvia Martinez-Daloia, Director of Community Relations and Beth Rougeux, Director of State Relations have been a great asset in working with local neighborhoods. Cheryl Doble, Associate Professor in the Landscape Architecture Program at SUNY ESF has been both a mentor and tireless colleague.

I would also like to thank Bron Adam, Ruth Stein, Barbara Yonai, Judith Grunert, Joyce Scaravillo and Neal Coffrey from the Center for Support of Teaching (CSTL) and Learning for their assistance. Without the Vision Fund grant administered through CSTL the CDC would not have existed. Harlon London, Advisor to the Vice Chancellor of Academic Affairs, has been an influential mentor and important spokesperson for our goals.

In the city of Syracuse, I would like to extend my appreciation to Peg Stroman, Director of Neighborhood Planning and Vito Sciscioli, Director of Community Development. They have provided the CDC with critical links towards local development initiatives. In addition, we have been encouraged by the efforts of the Syracuse Department of Parks, Recreation and Youth Programs under Commissioner Otis Jennings, Lyle Halbert and Glenn Lewis. Architects Bob Haley and Dean Biancavilla from the CNY/AIA's Urban Design Center have assisted us a great deal with their professional expertise and enthusiasm.

Our non-profit partners in these endeavors have been truly inspirational. In particular, I extend my gratitude to Dr. Ellen Barnes and Liz Krisanda (Jowonio), Jim Dessauer, Twiggy Billue, Caroline Tauxe, Joe Bowes, Mark Mohammad, Twiggy Billue, and Dennis Earle (ENIP), Teri Cameron (Rose Center), Father Jim Mathews (St. Lucy's Church), Barbara Grimes and Denise Jacobs (Wilson Park and CUP Inc.), and Gladdys Smith (Southside workshop).

I wish to say thank you to all of the students whose efforts over the past two-and-a-half years have helped create the Community Design Center at Syracuse University and whose efforts are only partially recorded in this booklet. In particular, I thank students Natasha Bonugli, Casey Boss, Silas Jeffrey, Jo Ho, and Nick Saponara who assisted me in bringing this document to fruition.

Finally, I would like to extend my sincere gratitude to Marc Stress for the design and layout of this document.

Endnotes

Introduction

- 1 William D. Coplin, "Benchmarking and Civic Participation" (lecture presented at Improving Civic Life: Symposium on Citizenship and Civic Engagement, Maxwell School, Syracuse University, October 23, 1999)
- 2 Boyer, Ernst L. *College: The Undergraduate Experience in America*. The Carnegie Foundation for the Advancement of Teaching. New York: Harper and Row Publishers, 1987. 110
- 3 Shannon Criss, "Small Town Centers" (paper presented at the conference CIVITAS: Community and Design, University of Virginia, October 8, 1999)
- 4 Boyer, 214.
- 5 Syracuse University mantra

6 William C. Miller, Team Chair, Visiting Team Report. National Architecture Accreditation Board (NAAB) to the Architecture faculty at Syracuse University, Syracuse, New York, March 10, 1999, pg.12.

7 Coplin, *ibid.*

8 Criss, *ibid.*

9 Criss, *ibid.*

10 Boyer, 85.

Photo Credits

Casey Boss: pages 82, 84, 100

Cheryl Doble: pages 68-71, 78-97

ENIP: pages 2, 66, 94

Michael Franco: 75-79

David Gamble: pages 14, 30, 38, 44, 58, 59, 67, 85-87

Bob Haley Jr.: pages 36-37

Liz Krisanda: pages 42,44

Post Standard: pages 12, 15, 98-99

Nick Saponara: pages 14, 28, 30, 44, 45, 54, 66

Steve Sartori: pages iii, 2, 5-8, 10, 14, 44, 47, 82, 86

Stan Schneir: page 63

Syracuse University Archive: page 4



57/49
partly cloudy
Saturday:
52/40
Sunday:
56/43
showers

classifieds 14
editorial 7
sports 16
briefs 2
comics 11
lifestyle 9

Volume 2208 Number 46 Syracuse, New York 13200

The Daily Orange
SU's student newspaper

CATCH the CLASSICS
SU men's and women's basketball teams host the annual Carrier Classics. See Sports.
Strutting their STUFF
Students and professionals showcase their talents at SU. See Lifestyle.



The Daily Orange
December 4, 1998

Architecture students aid community

BY KEVIN TAMPONE
Staff Writer

More than 30 Syracuse University School of Architecture students worked for the last three months to help Syracuse residents resurrect a vacant lot in the heart of West Side community.

"It was definitely a different experience than what I used to," said Maricel Ramos, a graduate architecture student at SU. "It was really good to know that you're doing something for the people."

Ramos led one of two teams of students to design a park-like area and center to replace empty lots in the poorest neighborhood in Syracuse, Ramoos said. "It's rewarding to know you're helping people even if it's a small thing," said Ramos. "All these years in school you can act to help people."

David Gamble, a fourth-year architecture student, organized the five teams. "The residents here are thrilled there's some action taken on an interest

community," Gamble said. Many groups promise to help local communities and take an active role in neighborhoods, but few actually do, he said. The area students and professionals are working to

revitalize. The community, however, did not have enough money to hire a professional architect. The School of Architecture became involved when Sylvia Martinez-Daloia, SU's director of community relations, heard about the problem and contacted Gamble at the end of September. "Working with people is one of the most important things in architecture education," she said.

On Nov. 17, the students presented their designs to a group of about 50 residents and received feedback and suggestions for the plans, Gamble said. The plans were then submitted to Syracuse's Economic Development Commission. "Working with people is one of the most important things in architecture education," she said.

built, Gamble said. "It's really a win-win situation," Gamble said. "The residents get solutions they don't have to pay for, the city gets proposals that are the same way and the students get to interact with residents." Gamble sees the current project as a step to something that could grow into an ongoing campus and connect

THE SYRACUSE NEWSPAPERS / NEIGHBORS [City]

NEWS

Digest

City planners approve James St. home-care unit

Syracuse Behavioral Healthcare Center can move forward with plans after receiving a special permit from the Syracuse Planning Commission to open a home-care facility at 847 James St.

The two-story masonry building was formerly occupied by Northwestern Mutual Life Insurance Company. The facility will be able to sleep up to 20 men and 20 women in 14 bedrooms on the second floor.

Harry's Bar expansion OK'd by planning group

IXTAPA Enterprises received approval from the Syracuse Planning Commission to expand a restaurant, Harry's Bar, into a space once occupied by Zopie's Caffeine Fix at 700 Crouse Ave.

The floor plans for both sites will not change. Existing restrooms will be removed to allow for the connection between the two spaces. New restrooms will be installed in another part of the restaurant.

Warehousing, wholesale distribution permit OK'd

ONSYR Inc. received a special permit from the Syracuse Planning Commission to open a warehousing and wholesale distribution operation at 438 N. Franklin St.

A warehouse has existed at the site for more than 10 years, which also entitles ONSYR Inc. to a permit.

The facility will be open weekdays from 8 a.m. to 5 p.m., and no more than 15 employees would work at the warehouse at a time.

City planning commission sets five public hearings

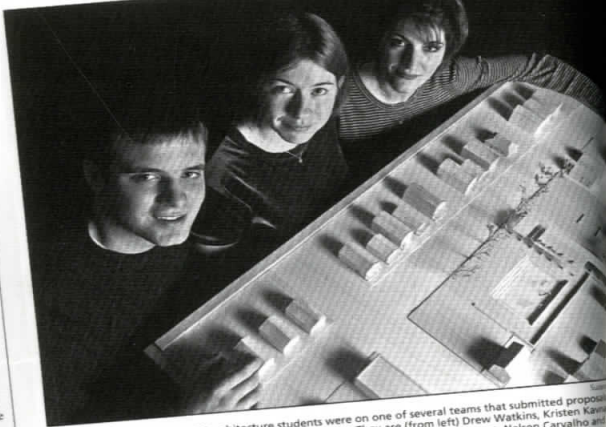
The Syracuse Planning Commission will hold a public hearing on five issues at 6 p.m. Nov. 30 in City Hall.

The commission will review three applications within the 3-mile limit of the city in the towns of DeWitt and Camillus.

Mark Mondo is seeking a special permit to construct a three-bay self-service car wash at 113 East Raynor Ave., and Joseph Viscomi is seeking a re-subdivision at 1111-1113 E. Fayette St.

—Staff reports

"People in this neighborhood have dreams, have vision. They have hope."



THESE SYRACUSE UNIVERSITY architecture students were on one of several teams that submitted proposals for a plaza at the former Ward Bakery site on Shonnard Street. They are (from left) Drew Watkins, Kristen Kavanagh and George Stewart. Also contributing to their proposal (but not pictured) were George Stewart, Nelson Carvalho and Agostini.

Collaboration a Dream Come True

Near West Side residents and SU architecture students together to plan a community plaza.

By Daniel Gonzalez
Staff writer

Old-timers around here still remember the smell of freshly baked bread wafting through the Near West Side when the Ward Bakery on Shonnard Street supplied grocery stores near and far with baked goods. But it's been more than 15 years since the last loaf of bread was removed from the bakery's oven. It sat vacant until the massive brick building was demolished in 1995. All that remains are the memories and a fallow lot as big as Clinton Square. That may soon change, however, thanks in large part to a unique collaboration between neighborhood residents and Syracuse University architecture students who are working together to convert the unused land into a community plaza.

Drawing on ideas from neighborhood residents, the students have been honing their architectural skills over the past several weeks designing plans they hope city officials will use to build the plaza. "What they created was a gift to the people" of the Near West Side, said Grace Street resident Teri Cameron, who lives less than a block from the Ward Bakery site, and has been instrumental in developing the plaza. "People in this neighborhood have dreams. They have vision. They have hope. But they don't have the skills to create the designs like these. That's the gift they gave this neighborhood." The partnership forged between the school of architecture and neighborhood is the first of its kind, and university and city officials hope it will pave the way for further collaborations between city neighborhood



DESIGN: MARRC V. STRESS

FOR:

ms | D

[HTTP://WWW.STRESSDESIGN.COM](http://www.stressdesign.com)

**SYRACUSE UNIVERSITY
SCHOOL OF ARCHITECTURE**

103 Slocum Hall
Syracuse, New York 13244

315-443-2256

www.soa.syr.edu/cdc