

CURB DESIGN

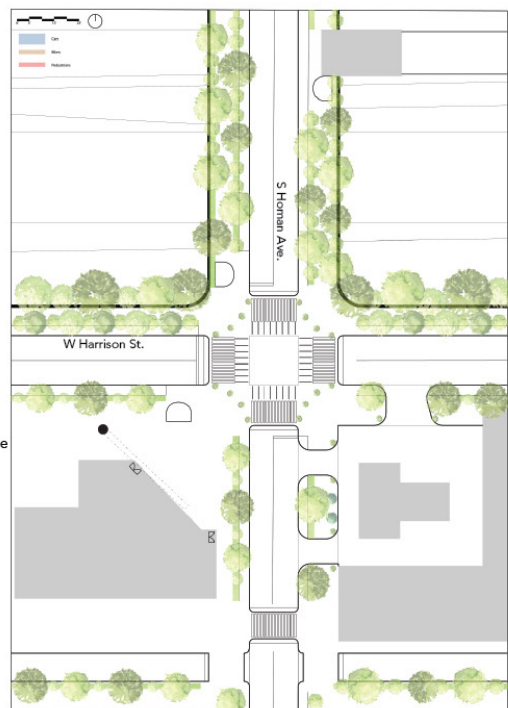
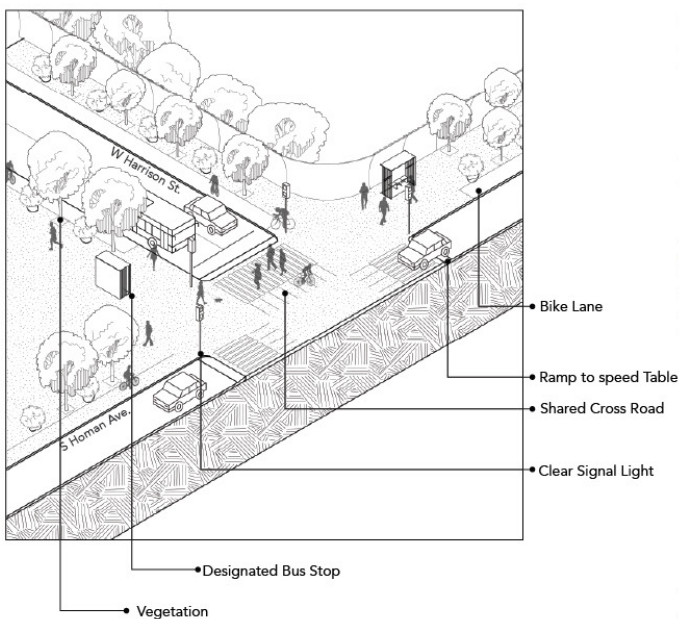


Figure 2. Task, Tool, Jig: Opportunity Mapping Exercise, Student Work, 2020. Credit: Sarie Nohara.

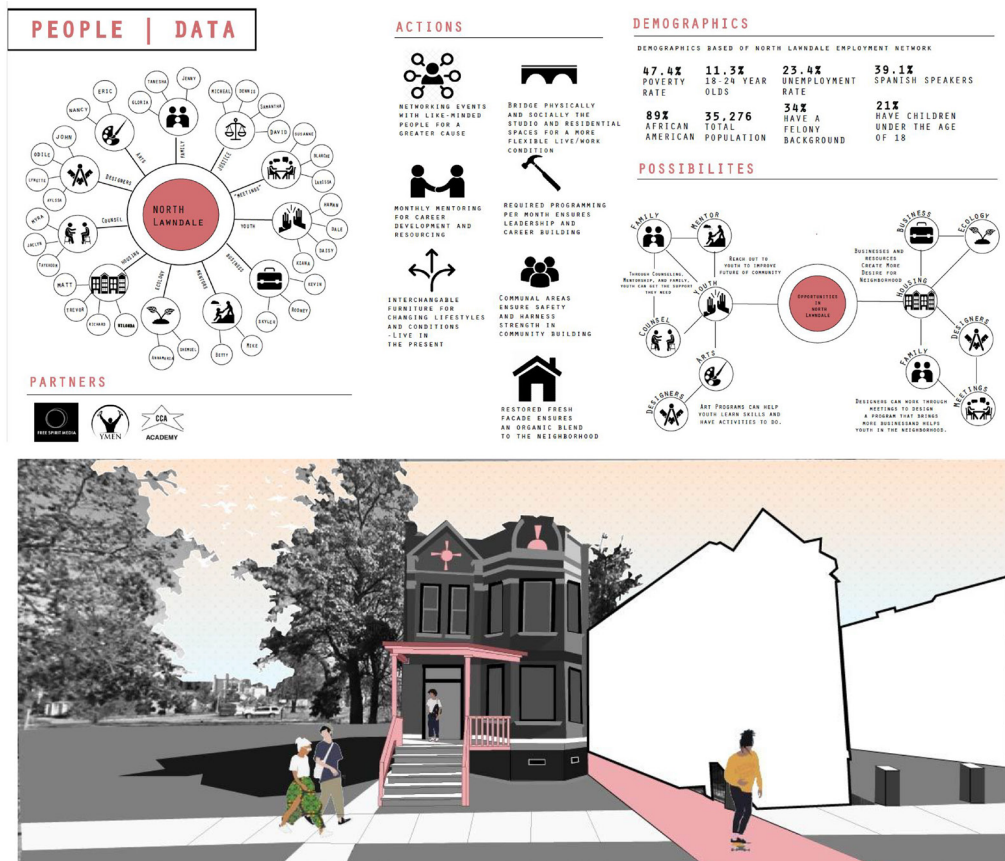


Figure 3. Task, Tool, Jig: NetHouse, Student Work, 2018. Credit: Julia Lopes, Harshita Agrawal, Karli Honroth.

everyone is encouraged to listen, to let others speak, to recognize one’s skills and limits so that the ideas blossom organically and ad-hoc decisions are taken collectively.¹

To scale down the enormity of a project meant to extend for several semesters, passed on from one class to the next and to practice an asset-based strategy, students self-identify individual strengths and relate these to community needs and team tasks that they can feasibly accomplish within the stated goals and timeline. Big problems are broken down into smaller manageable parts appropriate for student initiation. The semesters start with guided tours and meetings where all stakeholders discuss those goals and timelines, and students learn about the history, initiatives, and visions for the neighborhood. The students then create maps of physical and human assets from which they draw an opportunity map linking their personal skills with chosen goals. Those are discussed at regular intervals with the local stakeholders so that they remain aligned with the community’s vision. Connecting the task to tools for execution allows other students, from any discipline, to become technical skill-set collaborators. The “jig” operates as a systemic framework to guide design processes and implementations.

Helping architecture students realize their potential role in the economic system they are about to practice in is crucial to the pedagogy we developed. The professional experience in construction, restoration, and urban design that we both bring to the curriculum is essential to the trust-building without which Design Action would not succeed. It necessitates a particular attention and sustained involvement in community volunteering to carry the work of one class into the focus of the next one. Only a few students will be given the opportunity to practice this organic and social approach to design; it is difficult to make a living working for clients with little financial means. Most students will work in corporate offices for private developers. Yet, this lesson will make them better designers, understanding of the roles others play in the design decisions and that their future submissions will all be about tendering (which involves respect) rather than yielding (which involves pressure).

Architecture school studio projects tend to gloss over the financial and political aspects of project development. Students are often tasked to design whole neighborhoods as if the places were indeed available. This might be true in countries where governments have the capacity to act as liaison between the people and the designers, but not in the United States where architecture projects traditionally proceed by economic



Figure 4. Presentation by High School Stakeholder. Credit: Compagnon.



Figure 5. Initial Community Meeting. Credit: Compagnon.

Third Space Pop-Up

Typologies

- Existing Commercial Space with Full Kitchen**
 - Required: Full Kitchen
 - Propose tax incentive for owners (pop up host) to upgrade kitchen for future pop up users
 - Tiers I, II, III
- Existing Commercial Space**
 - Required: Sink
 - Propose tax incentive for owners (pop up host) to make necessary upgrades
 - Tiers I, II
- Outdoor Space for Pop Up Structure**
 - Partner with Boombbox Chicago to build North Lawdale locations
 - Propose tax incentive for owners of vacant lots to purchase from Boombbox
 - Tiers I, II
- Outdoor Space**
 - Example: Christmas tree lots, pumpkin patch, etc.
 - Seasonal use
 - Tier I

North Lawdale People Mapping

Education

- Annamaria Leon
- Sister Nine
- Jenny Merritt
- Mike Trout
- Doug Reppe
- Taykoom Biviji
- Jacklyn Jacuski
- April Campbell
- Betty Green
- Nancy Zook
- Rodney Brown
- Dr. Myra Sampson

Community

- Rafael Robles
- Skyler Deas
- Rodney Brown
- Dennis Deas
- David Evers
- Michael Scott Jr.
- Samantha Stinson

Housing

- Rochelle Jackson
- Taykoom Biviji
- Odile Compagnon
- Kevin Sutton
- Math Cole
- John Wolf
- Tanasha House
- Paul Norrington
- Wlonda Cannon
- Karen Castleberry
- Dale Torrens
- Blanche Suggs Killingsworth
- Hanan Cross
- Jonathan Kelley
- Paul Norrington
- Sharmel Israel
- Alexie Young
- Eric Hotchkiss
- Taykoom Biviji

Guide

Strategy

- Skyler Deas - Skyler Deas Consulting
- Rodney Brown - VP Education and Business Services, New Covenant Community Development Corporation (NCCDC)
- Rafael Robles - Duo Co-founder

Grassroots

- Sister Nine - Walker
- Jenny Merritt - Project Manager, Phoenix Hall/The Night Ministry
- Mike Trout - Executive Director, Young Men's Educational Network + Pearl (YMEP)
- Doug Reppe - Greater West Town Training Partnership
- Annamaria Leon - North Lawdale Greening Committee

Partners

- Daisy Merritt - Youth Development Specialist, UCAN
- Dr. Myra Sampson - Chief Education Officer, CCA Academy
- Rodney Brown - see economy
- Eric Hotchkiss - AAADO Instructor, SAIC
- Nancy Zook - Sustainability Coordinator, CCA Academy
- Simone Vitell - Human Square Community Coordinator, SAIC
- Betty Green - Lawndale AMACH Mentorship Program (LAMP)
- Ann Lui - AAADO, SAIC/ComEd Project
- April Campbell - Assistant Director of Civic Engagement, SAIC
- Taykoom Biviji - Program Officer, Oasis of Lawndale, SAIC
- Jacklyn Jacuski - Director of Civic Engagement, SAIC

Government

- Dennis Deas - Cook County Commissioner (District 2)
- Michael Scott Jr. - Alderman 26th Ward
- David Evers - Research Assistant (District 2)
- Samantha Stinson - Chief of Staff, 26th Ward

Art

- Hanan Cross - Independent Artist
- Jonathan Kelley - North Lawdale Sesquicentennial Committee
- Paul Norrington - North Lawdale Sesquicentennial Committee
- Sharmel Israel - North Lawdale Greening Committee
- Alexie Young - MLK Legacy Exhibit Director
- Eric Hotchkiss - Design Objects Artistic Designer
- Taykoom Biviji - Performance Artist

Partners

- Matt Cole - NHS Redevelopment Corporation, Neighborhood Housing Services of Chicago (NHS)
- John Wolf - Architect, Muller-Muller, Neighborhood Housing of Chicago Services (NHS)
- Tanasha House - North Lawdale Community Coordinating Council (NLCCC)
- Paul Norrington - K-Town Historic District Association
- Wlonda Cannon - NLCCC Housing Subcommittee
- Karen Castleberry - Human Square Homeowners Association
- Dale Torrens - I Am Able Center for Family, NLCCC Housing Subcommittee, TRM Block Coordinator
- Blanche Suggs Killingsworth - North Lawdale Historical and Cultural Society, Inc.

Transportation

- Rochelle Jackson - NLCCC transportation committee
- Taykoom Biviji - Kevin-Homan Walkability Study
- Odile Compagnon - Kezie-Homan Walkability Study
- Kevin Sutton - Foundation for Human Square, Elevated Chicago

Figure 6. Task, Tool, Jig: Opportunity Mapping Exercise, Student Work, 2019. Credit: Bao Luong, Amanda Fuson.



Figure 7. 2019 Chicago Architecture Biennial. Credit: Compagnon.



Figure 9. Discussion with Owner. Student Designed PermaPark Project. Credit: Compagnon.



Figure 8. Studio Space - North Lawndale, Chicago. Credit: Compagnon.



Figure 10. Day of Action at Student Designed PermaPark. Credit: School of the Art Institute of Chicago.

feasibility before social or environmental feasibility and where governments' strongest handle on design has been through policies and regulations. Area developers and governing agencies however have been receptive to the kind of engagement we stage and often include images of our students' projects in their publications, as examples of successful representations of a community's vision. This is a sign that things are changing and that our students will be able to develop their listening and communication skills in many charrettes, design workshops, and design build projects.

Design Action allows for time to make its work as well.² The concepts started one semester and developed during the next semester by different students mature in the next one. Students learn that ideas are not owned, and that they can find fulfillment in being interpreters, agents carrying the vision of those who, ultimately, will find the means to fulfill their own needs. This learning doesn't go without hurdles. It is not easy for seasoned professionals and students alike to juggle between the requirements for a certain neutrality

dictated by the community and the desire to show one's most personal ideas.³ In Design Action we discuss the compared needs between peer recognition and community recognition. Fortunately, more and more instances occur where the two balance each other to determine design excellence.⁴

Our recent iteration of the class will be presented at the Seoul Biennial of Architecture and Urbanism 2021. The SBAU2021 theme that Design Action found most fitting is "Risk Taking while Seeking Safety". Our proposal will illustrate the difficult and crucial task of architects and designers as truthful yet attentive stakeholders in urban developments.

In conclusion, our goal is for our students to learn how to help communities help themselves. Through collaborative work with local stakeholders the students can help to inspire and initiate projects expressly aligned with the needs and desires of the neighborhood. In Design Action we focus on teaching how to respond to community needs with community means.

ENDNOTES

1. We value SEED network's rigorous assessment of the conditions in which their awarded projects have been implemented. Abendroth, Lisa M., and Bryan Bell. *Public Interest Design Education Guidebook: Curricula, Strategies, and SEED Academic Case Studies*. Routledge, 2018.
2. The work of Marie-Helene Contal and Jana Revedin, curators of the Global-Award-for-Sustainable-Architecture helps us value the conditions and scales of our Design Actions. Revedin, Jana *Architectural learning: time, needs and experimentation in: Al Borde-UTI Studio, Yearbook Arquitectura Universidad Tecnológica Indoamérica Quito Ecuador, 2017*
3. Jeremy Till's questioning of studio critics are inspirational. His lessons help our students find equilibrium between personal expression and community vision. Till, Jeremy. *Architecture Depends*. Cambridge, MA: MIT Press, 2013.
4. Socially engaged projects put action before display and are seldom advertised, we encourage students and stakeholders to study the ones that are made public and assess their context together with their appearance. Lepik, Andres. *Small Scale Big Change: New Architectures of Social Engagement*. Birkhauser, 2010.