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The laser cutters are buzzing! The 3D printers are spooling! Studios are illuminated, and everyone is working hard to complete the last of the semester’s assignments. We must be at the threshold of CAP’s review week. In order to soften the pressure induced by this annual ritual, we thought it would be appropriate to dedicate this issue of CAPLIFE to looking backwards at the fantastic voyages and study abroad opportunities organized by our faculty and departments. CAP like many other notable Architecture, Landscape Architecture, and Planning schools has a long tradition of travel programs focused on the discovery and study of people and habitat. While our last issue presented “field trip week,” another distinctive travel-based tradition of our college, we thought we should continue telling the rest of our story, by exploring some of our international travel and design programs. Perhaps, reviewing the exciting experiences presented by the numerous international treks conducted by our students and faculty, would reveal the universal and common bond among and between places, design, and people. These programs would be most appropriate for us to examine now as we close our academic year, and ready ourselves to embark on some of them once again this summer. So I hope you will enjoy this issue describing these life-changing academic experiences at CAP, and fueling your desire to participate in one of our many rich study abroad programs.

~ Michel Mounayar, Associate Dean
COLLEGE PROGRAMS

approximately an every three-year cycle (2000, 2004, 2007, 2010 and now 2013). By the late 80s and 90s Polyark shifted the geographical emphasis slightly, with a longer Mediterranean and continental European study tour on the front end then a final 2-3 weeks from a London/U.K. base.

In the late 90s, BSU transitioned to 16 week semesters. At the same time, Professor Rod Underwood ‘saw’ the millennium approaching and discussed with his colleagues and college administrators the idea that it was time for Polyark to “grow” – and respond to our CAP design and planning students’ needs to become more complete global citizens - conscious of our CAP professions’ “global” responsibilities – in the context of emerging interlinked, interdependent and intertwined worldwide cultures, economies and environments. The first CAP Interdisciplinary Polyark/WorldTour was launched in Spring Semester of 2000 and set most of the foundations and the model for subsequent WorldTours.

Including the initial global study tour (Polyark15) in 2000, the past five Polyark interdisciplinary semester study tours have been titled as “Polyark/WorldTour.” The primary initiative has remained the same since college’s the inception of Polyark: The program continues its primary purpose to offer as many College of Architecture and Planning upper-level undergraduates and graduate students the opportunity to study abroad in an interdisciplinary team (Architecture, Landscape Architecture and Urban Planning) with interdisciplinary faculty co-directors.

Now offered in the semester-long format, with considerably extended study travel time and expanded scope of countries, cities and sites visited, the Polyark/WorldTour program launches out a week before Spring Semester officially starts on campus. Then 15 weeks of study travel ensue. This allows participants to return to campus 2 weeks the before the end of the semester. Adding finals week, this allows students and faculty to bring closure to all of the en-route coursework. This includes finishing up and polishing outcomes for the studio course, analytical sketching and drawing course, the history/design theory course, and the world culture/globalization colloquium. The key here is that the P/WT program integrates a full and complete semester of professional coursework to focus students on required assignments (day by day coursework outcomes) that drive maximum “structured” learning (the en-route coursework web site is a key component to this). This allows student participants to keep pace with and achieve a full semester of advancement in their “required” professional program curriculum (Architecture or Landscape Architecture).

IMPORTANT REASONS TO CONTINUE OFFERING AND SUPPORTING STUDY TRAVEL FOR PROFESSIONAL DESIGN/PLANNING STUDENTS:

Students of design and planning need to visit, experience, assess and “capture” (internalize) the why’s and how’s of place-making in the midst of unfamiliar cultural settings in order to expand their own design and problem-solving capacities. Professional preparedness in today’s complex and intertwined global cultures and economies requires designers and planners to know more about others’ goals and aspirations, needs and visions – disciplinary global citizenship. Travel within a structured study framework, like Polyark/WorldTour, is different than simply traveling and absorbing experiences. It forces participation to front and grapple with the deeper questions and concerns of global health and wellness. Campus environments are wonderful “clinics” to learn and prepare for careers, but without deep, internal exposure to other ways of life, other nations, other histories and heritages, students and faculty alike remain compromised in skills, sensitivities and sensibilities that can truly help in improving and correcting errors and challenges pervasive world-wide that are no longer individual nations’ and individual peoples’ problems but globally shared opportunities.
POLYARK/WORLDTOUR METHODOLOGY:

This immersive learning study-travel program is intense. The itinerary includes over 100 days (15 weeks) of continuous international study travel, with no weekends off nor any time for a “Spring Break.”

Students and faculty depart in early January and return to the U.S.A. in mid-April. A typical Polyark/WorldTour study tour visits over 25 countries and nearly 60 cities and sites. From mid-April through the end of finals week, the student participants are back on campus to refine and finalize their coursework outcomes for their 15 cr. hrs. “suite” of professional coursework. The Polyark/World Tour teaching/learning model includes interdisciplinary student teams who interact on a daily basis, as they collectively and individually complete staged course work assignments for Design/Planning Studio (6 cr. hrs.); Design/Planning History and Design Theory (3 cr. hrs.); Analytical Field Sketching (3 cr. hrs.); and Globalization Colloquium investigating globalization as it is effecting environmental design and planning trends (3 cr. hrs.). Each student is responsible for staged learning outcomes (assignments) that are digitally formatted and uploaded to an En-Route Polyark/WorldTour Coursework Web site.

The students’ 15 cr. hrs. “suite” of en-route professional course work is focused on one primary tool or vehicle - their real-client hometown improvement design/planning studio project. During the spring and summer prior to departure, each student participant investigates within their hometown to discover a design/planning need that would substantially improve and revitalize their community. The students have established relationships with community partners (clients, business persons, town officials, local design professionals, etc.), agreeing on and crafting a project site, scope and design/planning outcomes (deliverables). As a result, the Polyark/WorldTour immersive learning student community serves as many as 40 separate communities (most in Indiana) with extensively developed plans and designs shaped by globally experienced and processed discoveries. The students’ projects employ internationally vetted cutting-edge design principles, yielding immeasurable benefits to each community. The Polyark/WorldTour hometown project outcomes have served in many cases to launch project-specific community fundraising, and in some cases have stimulated commissioned and now-built community enhancement projects.

PROFESSIONAL STUDY-TRAVEL CHALLENGES:

The biggest challenges come in three categories:

1) 2-year Pre-Travel Processing and Preparation Period:

Getting student participants qualified, selected, organized and prepared for the diverse demands associated with an intense and rigorous 15-week (non-stop) study tour - including readiness to address a minimum of 15 cr. hrs. of upper-level professional curriculum. Coursework preparations include proposal, project approval and base information assembly for their comprehensive Hometown (community improvement) studio (planning & design).
projects; a required 3 cr. Hr. “Pre-Study Tour course” in the Fall Semester (just prior to the study tour); pre-travel sketching and drawing practice; coursework website development and practice assignments; and extensive research and presentations on each of the 20-plus countries and 50-plus cities they will visit and study. Along with these “academic” preparations, many logistical, gearing-up, medical and wellness preparations must be handled during the pre-travel period.

2) Study Tour Arrangements: faculty also undertake a 2-year pre-travel process working with travel agency professionals who specialize in multi-visit study tour formation. Getting 15 weeks of study travel set up, refined and tuned up within budget limits provides the co-directors many challenges, especially with regard to above-and-beyond time invested while still carrying standard teaching, scholarship and service responsibilities during this extended pre-travel preparation period. The visa acquisition is typically assisted by an expediting service, but even with “help” in this category, challenges in arraigning all required visas can be challenging.

3) En-Route Rigorous Pace: For students and faculty alike, the constant fast pace, long days out walking and exploring each site’s unique and distinctive “learning resources;” limited study time in each location, and frequent moves – challenge everyone’s sense of a standard week-by-week academic pattern. But those challenges are met and managed well without regret or without harm to students’ and faculties’ overall wellness. Certainly there are some points in this intense study travel when fatigue sets in – but recovery is always just a few hours or a day away, because the places we are visiting and engaged in are pumping us up (students and faculty alike) with new experiences, new images to process, and wonderful arrays of questions to ponder and endeavor to answer. After the first week or two, our sharpened “quick-study” skills keep us bright-eyed, awake and alert. In fact, once acclimated to the pick-up and go pace - while lamenting the fact that “we haven’t seen it all here, yet” - we are still encouraged and excited about the move-onward to the next ‘classroom.’

MOST UNIQUE AND FULFILLING ASPECTS OF STUDY-TRAVEL:

Typically for the P/WT students and faculty alike, the most memorable and fulfilling points along the study tour are when the team arrives in countries/cities where they are most clearly foreigners – where there is the greatest contrast between one’s own daily patterns, lifestyles, cultural norms and physical/environmental surroundings – where the traveling team is just as much a “curiosity” as are those unique people discovered while visiting and trying to learn about them and their place. These memorable “places” often are distinctive with high and dense populations, with an overwhelming majority of people who have never and may never glimpse anything near to a low-tier middle-class status. These places seem to host the friendliest and happiest characteristics, engaged in lifestyles that produce amazing handiwork and crafts, low impact on the local resources, and fit neatly and relatively gently within their native environment. Yet these good folks may be inappropriately and statistically “tagged” as (so-called) low-prospering societies. Places such as Fes, Morocco clearly provide the team with this jolt of reality, high-contrast and “other worldliness” character. Also, when included on the study tour itinerary, Cambodia, Viet Nam and Mongolia provide experiences and lessons with deep contrast, causing necessary introspection, and providing new-found friends and partners in the spectrum of global citizenship and appreciation for the value and contribution of diverse cultures, people and places.

~ Les Smith
The peel of a gong is borne softly upon the humid air, as if from some distant valley. Its note is pure but faint, hushed by the moisture clinging to the still summer atmosphere. There is a rustle, a hush, and a breath of cool wind falling across still water. The woods feel old but well kept; sacred even. Shadows and patches of light dance on the forest floor beckoning the visitor to meander deeper into the depths, discovering more secrets with each obscured bend in the path.

July 27 to August 10, 2013 offered CAP student a rare chance to experience a world apart, literally and figuratively, in terms of design, culture, geography and history. Japan Immersion 2013 marks the first time CAP students have traveled and studied in Japan. As an island nation, Japan has remained unique in its identity and uninfluenced by the western world for hundreds of years. As such, it provides a living laboratory for students to experience historical design, contemporary design, and the mash-up between the two offers solutions considering population, religion, capitalism, environmental impact and much more.

In preparation for the trip, students developed self-driven topics of investigation. Topics ranged in scope, scale, and subject from master study of a single architect to understanding historical joinery techniques to studying modern homelessness. Students utilized four months of pre-trip to research to catalog and present on all facets of Japanese life, including pop-culture, cuisine, fashion, music, film, and much more. Dominick Gordon, 2nd year Masters of Architecture student, describes his project as a cultural experience focusing on the role of spirituality and philosophy in Japanese design practice. “Phenomenology, sense of self, place of being, and of time influenced the way architects, such as Tadao Ando, conceptualize and execute design and intentionality.”

During the two-week excursion, students studied in Tokyo (Japan’s modern capital), Kyoto (Japan’s historic capital), and Osaka (Japan’s business capital), plus made day trips to Nara, Inari, and Yokohama. While in the field, students recorded as much information on their topics as possible via sketching, photographing, recording, collaging, interviewing and blogging. Once home, students compiled their information into a final submissions. Submissions ranged in content from essays, to experiential drawings, to master study manuals.

While memories, stories, photographs, and final projects are immediately tangible artifacts of this type of immersion experience, the full impact will not be as readily apparent. Subtle connections and investigations, methods of practice, and intention will slowly surface as students start to reflect more deeply upon the experience throughout their careers and lifetimes.

~ Julie K. Musial
The 2014 CAP/Italia field study is set to take seventeen students on a tour of Italy and neighboring countries during the first summer session. The 32-day excursion will be led by co-directors Timothy Gray and Kevin Klinger.

Tours and assignments revolve around visiting leading historical monuments, buildings and spaces which form a base of knowledge for the architectural discipline. Student projects, discussions and readings relate to sites visited during the trip. Contemporary examples from different cultural perspectives help open a world of possibility to the Ball State students. For the first time, this year the field study will extend into France, Switzerland and Turkey. The tour will start in Paris, a vibrant city rich with both historic and contemporary masterworks of architecture, and end in Istanbul, Turkey, a city at the crossroad between East and West, rich with a broad mix of architectural styles and influences. The group is set to depart from Indianapolis on May 11.

~ Timothy Gray
The CAP Americano Sur study abroad program introduces students to the unique urban and social history and culture of three South American countries - Argentina, Brazil, and Peru - through a study of architecture/built environment. Students travel to selected cities to compare, research, and learn about the art, culture, and architecture in the different countries and the Latin culture. Interdisciplinary collaboration, cultural exchange, and the unique experience of traveling, living, and interacting in different cultures during the 24-day field study help students place their university education within a global, cross-cultural perspective.

Argentina, Brazil, and Peru are three significant countries of the South American region. Although these countries share common borders, the choice of these three countries for the program allowed students to discern the unique and distinct cultural, social, topographical, and urban conditions using a comparative perspective.

In 2013, students visited Cuzco, Machu Pichu, Sao Paolo, Brazilila, Buenos Aires, La Plata, and participated in a 2-day workshop at the Buenos Aires University School of Architecture, Design, and Urbanism. The workshop focused on the Spanish grid (square grid) and “the city in front of the water,” basically the new proposals for Puerto Madero, the most recent official neighborhood in Buenos Aires.

In La Plata, capital of the province of Buenos Aires, students visited and studied Curutchet House, the unique housing project by Le Corbusier in the Americas.

During the tour, students also had the opportunity to interview, interact, and learn from reputed South American architects, artists, and educators such as Clorindo Testa, Justo Solsona, Marcelo Vila, Claudio Ferrari, Barclay & Crousse, Angelo Bucci, and others. Professor Tim Gray joined us for part of the trip as well as alum Isaac Bracher. The total number of students and faculty included 19 from Ball State.

~ Ana de Brea
In 2003, Martin Schwartz donated 628 South Walnut Street to the university to provide a home for the excellent work of the Muncie Urban Design Studio (MUDS). Over the years, that use ebbed and the facility, for the most part, has been intermittently used. Given opportunity and support from the Dean’s Office and a Provost’s Immersive Learning mini-grant to try something/anything, this past semester, Associate Professor Andrea Swartz gathered an interdisciplinary crew of students from all three departments to work on making the building a useful outpost for the college and Muncie: Kevin Miller (undergrad architecture ’15), Andrea Kuruda (undergrad landscape architecture ’15), Ellen Forthofer (undergrad urban planning ’15), Joe Pavilonis (undergrad architecture ’14), Kellie Locke (undergrad architecture ’14), Shannon Buchanan (undergrad architecture ’14), Morganne Walker (undergrad architecture ’14), Max Wurster (undergrad architecture ’14), Victoria Brown (M.Arch. ’14), Michael Evertsen (M.Arch. ’14), Jeannie Marrugo (M.Arch. ’14) and Andrew Schenk (M.Arch. ’14). Faculty members Janice Shimizu, Simon Bussiere, Ana DeBrea, Mary Ann Heidemann, Lohren Deeg and Woodshop Bob, were also involved.

Through the lenses of opportunity and tremendous potential, we worked to discover what the place was and what it could become. All of us ground away at bringing the floor back to life and designing/building a series of self-directed installations that would be exhibited at Muncie’s First Thursday arts walk in April (our goal for the re-“opening” of the facility). Supported by community members in the building arena the building was opened to the community in April (Boyce Construction had previously stabilized the upstairs/windows, Hans Heintzelman, a hardwood floor finisher, shared his trade lessons/tools, Fred Reese, an interior designer, initiated discussions on paint colors, Joel Scherrer, a contractor donated used plumbing fixtures).

For the semester’s effort we christened the building Muncie Makes Lab to suggest an umbrella for the collective interest in making that Muncie and Ball State University share (progress, designs, furniture, ideas, community connections, education, futures).

The success of our effort will now be leveraged into more support to continue the renovation (the back masonry wall currently performs like a perforated screen, the upstairs is un-wired and needs heat, the front façade is falling apart). Student interest and engagement is strong. The community is interested. Work on the building is ongoing; as we move to more challenging projects (the rear wall, front façade, upstairs, basement), the teams of students and community expertise donors will evolve. This project describes a journey, but the lessons about building opportunities are resonant. We plan to concurrently (with any other use identified) use the facility as a gallery for the First Thursday events. If you have any work you’d like to exhibit, please contact one of us.

~ Andrea Swartz
Third Year Planning Studio Wins National Award

The AICP Student Project Awards Jury selected the project “Old West End Neighborhood Action Plan” as a winner of a 2014 AICP Student Project Award. The project was completed by Lisa Dunaway’s PLAN 302 studio class in fall 2013, and details recommendations for the Old West End Neighborhood Association in Muncie, including housing, infrastructure, land use, safety, and quality of life.

The Old West End Neighborhood Action Plan (OWENAP) is a citizen-generated policy regarding the future of the neighborhood, and contains initiatives developed by the residents. The OWENAP falls under its umbrella of the Muncie Action Plan, which is a strategic guide for the city to create an action agenda for the future.

Over the course of the semester, the students’ knowledge of planning grew to include such skills as public speaking, professional report writing, and survey creation. They also discovered many helpful sources for community development including making connections with local organizations, researching grant opportunities, and establishing relationships within a community. An important take-away from the project is that students learned the interdependence of the built and social environments, a lesson that will stay with them for the rest of their professional career.

Lisa Dunaway, AICP, LEED AP, has taught the Urban and Neighborhood Analysis Studio for three years. Students involved in the project were Ty Adley, Adam Beauchot, Davonte Caldwell, Erin Cotant, Chelsea Fenimore, Taylor Firestine, Dylan Fisher, Ellen Forthofer, Brock Goodwin, Daniel Greenfield, Haley James, Seth Koons, Nathan Law, Charles Russell, Mackenzie Thibault, and Derek Walker.

The project will be recognized with an Honor Award, for special achievement by undergraduate planning students. The award will be presented at the Annual Meeting and Leadership Honors Ceremony at the 2014 APA National Planning Conference in Atlanta.

Sigma Lambda Alpha Etiquette Dinner

The 5th-year landscape architecture studio participated in an Etiquette Dinner hosted by the Sigma Lambda Alpha student honor society on March 25th. We were treated to a three-course meal and a brief presentation by James Mitchell from the Career Center on the proper social eating techniques utilized in formal situations. Malcolm Cairns accompanied the group in substitution for Les Smith’s (the SLA’s faculty mentor) absence.

~ Kyle Koger
Dear CAP Family:

It is my pleasure to welcome Ms. Tracy Hendricks into the CAP Family. Tracy is our new EXECUTIVE COORDINATOR OF PROFESSIONAL INITIATIVES.

Tracy will be helping us to design, plan, and execute initiatives in support of a proactive relationship between our professional degree programs and related professional organizations, and/or individuals. These initiatives may include enhancements in our internship programs, the organization of continuing professional development events, and the promotion of collaborative research initiatives between faculty and practicing professionals.

Tracy is already familiar with Ball State and our college. For the last 14 years she has served our alumni association in several capacities that include Assistant Director of Marketing and Director of Alumni Outreach. She holds a Bachelor of Science from the Department of Elementary Education and a Master of Arts from the Department of Journalism/Public Relations at Ball State University.

Please join me in extending our warmest welcome to Tracy. Her office is centrally located in AB304. Please feel free to go by and say hello. Her e-mail is thendricks@bsu.edu

~ Guillermo Vasquez de Velasco, Dean
We would like to introduce the MakerBot Replicator Desktop 3D Printer to students and faculty. The arrival of this machine presents new opportunities for exploring model construction and 3D conceptualization. The MakerBot is a small-scale device intended to become an active part of studio production, and is a tool that can be used to explore the future possibilities of the profession.

The discussion for purchasing a smaller, desktop printer began last semester when instructors James Kerestes and Andrew Wit began introducing their studios to digital prototyping and 3D replication. The instructors wanted a system that was small, had a quick turn-around time, and was something that could engage students in the process of 3D model-making. This device offers students opportunities to explore materiality, joints and connections, complex geometries, and much more!

The MakerBot is a small consumer 3D printer, and prints using PLA plastic dispensed from a spool on the back of the machine. The processor interprets 3D models and layers the material to build the object. This produces models faster and more durable than the current 3D printer in the FAB Lab.

Unfortunately, the MakerBot is still running through its trials, as Kerestes, Wit, and their graduate assistants are still setting up the machine and fine-tuning its production. Graduate assistant Daniel Potash said, “We are still trying to figure out the limitations and capabilities of the machine.”

Instructors Kerestes and Wit are excited that students will soon be able to use the device, expanding individual student involvement in 3D prototyping. Kerestes said that the MakerBot “is a way of exposing students and getting their hands on the process of digital fabrication.” 3D printing technology is real and used in practice today, from concrete to metals, and the MakerBot will introduce these concepts to students. According to Wit, this technology “is a better way of understanding the tools we have and where they are going.” Students will soon be able to explore the possibilities of digital fabrication, and look forward to examining technologies that are the future of the architecture profession.

Special thanks to instructors James Kerestes, Andrew Wit, and graduate assistants Daniel Potash and Robert Cichocki.