METAMORPHOSIS

Aikaterini Papoutsa  •  GSAPP
Metamorphosis ...

is the action or process of changing in form, shape, or substance.
This is what this portfolio is about. Every ‘metamorphosis’ indicates the past, the present and the future.

The metamorphosis of spaces.
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INSTITUTIONAL OPERATIONS IN A...
The architect is one of many professionals who is conscripted to deliver the projects authorized or supported by private foundations; but who is also uniquely capable of identifying the ways in which design functions in and through institutions like the Ford Foundation. Part of the challenge of this studio is to develop methods of reading closely and judiciously the ways in which the foundation presents itself as a benevolent force in the world. Taking this work on its own terms involves seeing the ways in which Big Philanthropy’s declared goals to address inequality resort to self-affirming and self-perpetuating tactics, expanding the space of provision by private interests as the state continues to winnow social entitlements. To that end, we rely on critical discourses put forward by feminist, post-colonial, queer, and critical race theorists, particularly in our efforts to see the construction of the human as an object of “human welfare,” the citizen as a subject of US-modeled democracy, the fallah or campesino as figures in need of development. These are the presumably stable categories that underwrite patriotic notions of progress and obscure histories of imperialist, white supremacist, and patriarchal violence.
What is the Ford Foundation in the expanded view? How do the logics of institutional forms of expertise or measures of efficacy of philanthropic intervention? How do Ford Foundation’s objects of “social justice” and contemporary forms of “inner city” and “Third World” design the so-called “paradigm of developmental politics,” their solutions, and the efficacy of philanthropic intervention?
This intervention focuses on how the Ford Foundation perceives single mothers, and how it presents and portrays them. Through the MDRC publications archive, I attempt to comment on important facts concerning adolescent mothers and how Project Redirection seeks to guide them through the creation of specific mechanisms, such as community women. This operation is performed by creating a booklet on which the commentary is made, and in which phrases have been highlighted to introduce criticism on the program. At the same time, on the occasion of highlighting the Sisterhood of Black Single Mothers program in the analysis, a comparison is made with the Sister to Sister program, which was carried out earlier by Project Redirection, and the differences in the way young mothers are managed and their needs are highlighted. A common element of these two programs are women who help teenage mothers.
For a better understanding of this case, an analysis is made that starts from the 1960s and reports are made as well as further analyzes at time points of stations that played an important role in the issue of teen parenthood. Project Redirection was created out of concern for an issue that has assumed increasing importance on this nation's agenda: the high rate of teenage pregnancy, particularly among the disadvantaged. The costs are both human and societal; teen mothers are more likely than other adolescents to drop out of school, be unemployed, have more children at an early age, and become dependent on welfare.
For so long the single mother had been looked upon as a pathological individual who had no real control over her own lifestyle or what would happen with her and her children, and we knew that to be not true. Unfortunately, media have assisted in this distorted impression by picturing her only in the negative context as the welfare mother who has no heat and whose son goes around mugging people. These are the images that have been created for our children. So, when talking about employment and education, we have to really get back and ask what kind of attitudes our children are feeling about themselves. Are they going to be motivated to deal with the disappointments when they venture out to look for those jobs that may not be there? And what kind of situation are they going to find when they come back into the home and say, “Ma, I went to this job and it wasn’t there; I didn’t have the right skills?” How is she, with her own struggle, going to be able to relate to that? Can she understand the significance of encouraging that kid even though she may be discouraged in her own struggle? What our organization does is try to call to our members’ attention the need for not only getting ourselves together, as the term goes, but also to isolate our own struggle from what we have to be for our children. That is crucial.
Case Studies:
1. Daisy
2. Shirley
3. Bonita
4. Jane
5. Malena
6. Cecilia
7. Paula
8. Kelly
9. Jenise
10. Candy
11. Barbara
12. Sherri
13. Maria
14. Lila
15. Linda
16. Peggy
17. Carol
18. Della
manpower demonstration project

Conclusions

The review of other data sources does not lead to any conclusions directly related to the outcomes of this study, although some patterns have been observed, such as those related to the age, ethnic mix, and socioeconomic status of the participants. However, the general conclusion that Project Redirection had a positive impact, especially on the short-term outcomes, remains valid. Nonetheless, the study highlights the importance of long-term impacts and the need for continued monitoring and evaluation.

APPENDIX C

CLOSING

Because this document contains many technical terms and features specific to the design of this study, the glossary and terms of reference have been included to help readers understand the data and results presented in this report. The glossary is located at the end of this document.

Community Based: A feature of the Project Redirection demonstration model that involves a strong emphasis on community involvement in the design and implementation of the program. See Chapter 1.

Dropouts: Teens who dropped out of school (D) who were enrolled in the Project Redirection program for at least 30 days and who were interviewed by the project field staff.

Labor Force Participation: An outcome measure defined as the percent of people who are employed or seeking employment at a specific point in time, based on the demographic characteristics of the sample. See Chapter 6.

MANPOWER DEMONSTRATION RESEARCH CORPORATION, a nonprofit organization that designs and evaluates innovative social programs, designed and implemented this project in 1983. The organization is responsible for all operations and the overall quality of the data collected.

Daisy was 14 years old and pregnant when she enrolled in Project Redirection. She presently lives with her boyfriend, who is employed but often out of state. She also receives supplemental AFDC benefits. There was a good deal of family conflict over whether Daisy should have an abortion, but Daisy, expecting support from her boyfriend, decided to have the child. However, once the baby was born, her boyfriend began seeing other women and did not provide the financial assistance he had promised. Daisy's relationship with him has ended.

Daisy believes that everyone who "does steady" has sex. She used no birth control prior to pregnancy and, while she was taking the pill for a short time after delivery, she has since stopped because it makes her feel funny. Daisy's mother and other relatives are providing child care, but as their work schedules change, it appears that child care may become a problem. Daisy is in great conflict with her mother about caring for the child. She feels bombarded by her "helpful hints" and resents her authority over the baby. On the other hand, Daisy feels perfectly free to leave the baby with her mother whenever she wants to go out.

Daisy could not continue school during her pregnancy since there were no facilities for pregnant teens in her town. However, she received home-bound instruction and has since resumed her studies in junior high. Despite her lack of support from her boyfriend, Daisy plans to continue her education and hopes to graduate in time to enter college.

ARE YOU DAISY?
To connect with the site, part of the intervention are the two BILLBOARDs which are located on the Restoration Plaza of today. The first reflects the conclusions of the latest MDRC publication on Project Redirection dealing with final impacts. Essentially in this Publication through a paragraph at the end of the document it refers to the fact that in the long run the project failed as no major differences have been recorded in the lives of those who participated in the program and those who did not. While emphasizing key words which explains their interpretation, trying to make the reader understand the importance they have for the program.

The second billBoard focuses on the case of Daisy, one of the participants in the program, highlighting important points of her history and what she has gone through, with the ultimate aim of arousing the interest of women passing by and answering the question ARE YOU DAISY? As many young women may be in this position, or have passed through the position.
Redirection Project

Service Delivery Mechanisms

Table: Individual Participant Plan

- The community organization develops for each participant, within 30 days of enrollment, a plan specifying how and when she will receive program services. It details her plans for continuing education, receiving child care and adequate medical care for herself and her child, learning about and practicing family planning, interacting with her community so that she becomes oriented to the world of work, and acquiring life management skills. Such an IP is reviewed on a monthly basis. Any necessary modifications, as determined by the participant is entitled to receive a stipend.

- To encourage timely service delivery, the plan is to be updated to health and family planning services immediately after enrollment, to an educational program within 60 days, and to employment-related activities (for a minimum of 10 hours) within 90 days.

Community Woman Component

The community organization is responsible for recruiting and training community women who assist participants in achieving their goals and enhancing program goals. The community woman must be an area resident, with demonstrated community involvement or employment experience. She must be available to the program for at least five hours per week, per assigned participant, up to a maximum of five participants. She must complete a course of training, be capable of producing written reports, and be willing to foster program goals. The community woman is considered a "paid volunteer."

Peer Group Sessions

The community organization draws together participants on a regular basis for constructive group discussions and activities regarding their lives, program experiences, or other topics.

Sisters to Sisters

One of the significant aspects of this program is the mandatory educational component. We emphasize this because we know that if you're not able to show some kind of skills for that job, you won't get it. We are hoping to instill in the girls the fact that learning job skills is extremely, extremely important.

The biggest problem that teenage mothers have is day care. Very often you may be very ambitious but you have a baby and everyone tells you that you are responsible for your baby, and you know that's true. However, you also have to prepare yourself to be able to take care of the child in years to come, and therefore you have to acquire some sort of skill. So, here you are in a dilemma. You have no money to pay a babysitter so that you can go out and get a job, and yet everyone is encouraging those two things as mandatory situations, and you become very frustrated. What we are trying to do is help them understand this program, incidentally, is funded by the Ford Foundation. There is a $25-a-week stipend for the babysitter, which we help the girls in selecting so that they understand the importance of going to school when they come to us, that's fine. Many of these girls have been out of school for a few years because of their situation, and we help them find a school, be it their regular school or a special GED program. In whatever level they come to us, we help them get into some kind of meaningful education or employment component.

What we have accomplished within this program is actually beyond anything we have ever dreamed. We are very sure that there is someone definite to take care of the baby, knowing that this is quality care. They can go to school and they won't be in trouble because of caring for the baby tomorrow and learning that they have no one to care for the baby. It is a consistent kind of thing. We are proud that several of our girls will be graduating in June because of our program.
big sisters

match teenage mother with an older-single mom

What this program does is to match a teenage mother with an older, single mother whose lifestyle exemplifies the positive things we are talking about, and someone whom she can communicate with, ask questions of, talk to.

The women selected to be big sisters fit no stereotype; they seemed, in fact, indistinguishable from any cross section, save for the fact that they are all black. "Black women do have their own problems," said Miss Busby.

The big sisters include a teacher in a high school, a pregnant student at a college, an instructor, a laboratory technologist, an administrator in the Women's Action Alliance, a secretary, and several women who were chosen specifically because they are on public assistance. They know how to cope with the red tape of welfare and are determined to get off it.

Community Action Component

The community organization is responsible for recruiting and training community women who assist participants in understanding and attaining program goals. The community worker must be an area resident, with demonstrated community involvement or employment experience. She must be available to the program for at least five hours per week or assigned participant, up to a maximum of five participants. She must complete a course of training, be capable of producing written reports, and be willing to foster program goals. The community worker is considered a "paid volunteer."

Peer Group Sessions

The community organization draws together participants on a regular basis for constructive group discussions and activities regarding their lives, program experiences, and other things.
Daisy was 15 years old and pregnant when she enrolled in Project Redirection. She presently lives with siblings and her mother, who is employed but the family also receives supplemental AFDC benefits. There was a good deal of family conflict about whether Daisy should have an abortion. Her boyfriend, who is not involved in Project Redirection, insists that she have the child. However, once the baby was born, her boyfriend became involved and provided the financial assistance he had promised. Daisy's relationship with him has ended.

Daisy believes she is doing the best for her child. She used no birth control prior to pregnancy and, while she was taking the pill for a short time after delivery, she has since stopped because it makes her "feel sick." Daisy's mother and school officials are providing child care, but as these work schedules change, it appears that child care may become a problem. There is no legal conflict with her mother about caring for the child. She feels burdened by her "helpful sister" and resents her authority over her baby. On the other hand, Daisy feels perfectly free to leave the baby with her mother whenever she wishes to go out.

During her pregnancy, she was in high school.
All the archives that were found, as well as the booklet that was created as a critique of the program and the way the young mothers are managed, are in a specially designed outdoor space, where there is also space for reading them. Specially designed pamphlets are shared to better understand the importance of this space and the files it offers for reading.
**imaginary conversation**

**with Danielle Wood**

**led by Jonah Rowen**

**Arguments**

**Summer 2021**

The following text was created as the assignment for the Arguments course. It is a fantastic dialogue between student Aikaterini Papoutsa and Professor Danielle Wood. This is a dialogue that takes place after the end of the presentation of her work related to space habitation. The main idea for the elaboration of the work is the creation of an archive that will include the dialogue recorded below. The purpose is to present it as a record of the subsequent discussion.

To accomplish the following assignment, I chose one of the questions I asked during the lesson regarding the texts they gave us to read on the occasion of Danielle Wood’s presentation. The answer to the first question is part of Danielle Wood’s text “Creating our Sustainable Development Goals for Mars” and then I proceeded by creating this imaginary dialogue based on her beliefs, opinions and in general her work according to her own speeches, texts and articles.

Record of the dialogue between MSAAD GSAPP ’22 graduate student Aikaterini Papoutsa and Professor Danielle Wood, about her work on creating the possibility of living in space.

**Aikaterini Papoutsa:** Colonialism, racism and gender inequality are key critical issues that the Earth has been facing for several years. These same factors may be the main reason why people will be excluded from the possibility of living in a society without such discrimination. Will this society that will be created in space be an opportunity only for the few? When we talk about a society without political, economic, social, cultural, religious discrimination, we are talking about a utopia. What could be the bases, that is, the foundations of such a utopia?

**Danielle Wood:** Today, climate change shows us the results of collective choices made by the human race that have caused long-term harm to people, animals, plants, and the planet. As we transition to living as an interplanetary species, we have the opportunity to learn from our experiences about the importance of caring for life and nature on Earth. We also have the opportunity to consciously choose to design a better culture to enjoy the next chapter of human learning on Earth and beyond. We must seize this opportunity before it slips by! Change will not happen automatically. Many people are inspired by the possibility of uncovering new mysteries by exploring space. We have the potential to achieve great change if we harness this inspiration from space exploration and channel it to change our thinking about how humans live on Earth and in new locations. Let us decide to lay down our swords and shields and remake the space technology that was born of military urgency. Let us imagine a future of human communities in space that learn from history how to “study war no more.”

**Aikaterini Papoutsa:** So, the foundation of such a utopia will be the idea of not repeating the same mistakes as we did based on our history, following the expression “study war no more”. But how do you change a person’s worldview? In the text Creating Our Sustainable Development Goals for Mars” the last paragraph said “Now is the time to start this movement and invite the next generation to help create a just, interplanetary human society built on the lessons of the Sustainable Development Goals. Let’s ask the question, what type of society do we want to call home—on Earth, on the moon, on Mars, and beyond?” I have a personal opinion about that, as a member of the next generation. The answer is that I do not know. The right question for me is: do I want to abandon this society and create a new one, rather than fix this one? Is this an easy way out of the problem that our society has created?
Danielle Wood: Well, so as to succeed it will require to overcome many obstacles. It will require starting a movement that fosters reflection, dialogue, and action. It will take reflecting on the lessons of political economists such as Amsden and historians like Kondo, who teach us about the heritage of unjust modern colonialism. It will require creating a global dialogue that invites people of many backgrounds to provide input, building on the lessons learned in creating the 2030 Agenda for Sustainable Development. It will require listening to those who have experienced the harms of violent colonial expansion, especially members of indigenous communities. Finally, it will entail inviting today’s youth, like you, to envision designing interplanetary communities for their own future and for their children’s future. As humans embark on new activities in space, we face a decision on whether we will continue to act on this colonial mindset, or whether we will choose instead to adopt Anti-Colonial mindsets that invite fresh ways to approach the human experience on Earth and in Space.

Aikaterini Papoutsia: Do we really have the opportunity to make that choice? How can we prevent the current ‘human systems’ from becoming the default foundations of our community in space, if those who will set the new rules in space are the same organizations, companies and countries that are based on ‘capitalist optimization and neocolonial expansion’? Shouldn’t we focus on facing and solving problems of discrimination and injustice on Earth, instead of looking at Space as a ‘clean slate’? So, I am returning again to my first question. Every question that arises is connected with this initial question “What could be the bases, that is, the foundations of such a utopia?” A constant repetition of the questions that arise, but without a clear answer to them.

Danielle Wood: “The exploration and use of outer space should be carried on for the benefit of all peoples, irrespective of the degree of their economic or scientific development” this is a statement from the Outer Space Treaty of 1967. We have not truly lived up to this ideal, although people have worked for decades to make this a reality. Forces such as colonialism and racism and gender inequality have actually excluded many people from the benefits of space and caused us to believe that space is for the few or the rich or elite. But we cannot afford this attitude, because the world is engaged in a vital mission to improve life for everyone. Our road map for this mission comes from the 17 Sustainable Development Goals of the United Nations. All the member states of the United Nations have agreed that these are priorities between now and 2030. These goals give us our key moments and opportunities of our time; opportunities to end extreme poverty, to ensure that everyone has access to food and clean water. We must pursue these goals as a global community.

Aikaterini Papoutsia: Thank you so much for you time and for the conversation that we had.

In conclusion, the issue of creating a new society brings more and more questions without a clear answer and explanation for each of them. Living on another planet is something that is planned for the future. On the one hand, it gives hope to many for the creation of a new world from scratch, without discrimination, prejudice and stereotypes. A society made from scratch. On the other hand, it causes fear, dissatisfaction and concern for the principle of abandonment of society that our ancestors created with so much effort. And the key question remains unanswered. How can we create a new world with different foundations, when it is to be inhabited by the same people?
Open Greene str
led by Mario Gooden
Transmutation: Reclamation and Reparation
Fall 2021
SoHo

A historic district that so every day and much more on weekends the streets and sidewalks are flooded with people. The covid-19 pandemic, however, left its mark on this area, which is slowly trying to recover, like the rest of New York. During the pandemic and while the whole planet was in quarantine most of the residents living in SoHo left, choosing to take refuge in their holiday home. An area where it was the focus of interest due to its commercial and artistic use but also its architectural interest, was emptied-deserted. Buildings, colors, red, blue, grey, beige, columns, Doric rhythm, Corinthian rhythm, Ionic rhythm, windows, facades, traffic lights, vertical lines, fire escape stairs, shops, fashion, Broadway str, Prince str, artists and iron architecture are few words that can describe the overall image of the area of SoHo. "In a city with gleaming penthouses and decrepit slums, the pandemic made the extremes of rich, and poor stand out even more." So what words are added to those that describe the SoHo area after the pandemic? Boxes, cashless, sale, lease, poor/rich, emptiness, voids, abandonment, graffiti, and closure.
The main idea of the intervention was inspired by the performance Holding Space, what it represents and from the site excavation; especially the history of SoHo. The intervention focuses on the three main blocks of Greene str. that will be divided into 3 different blocks with a specific character, the art gallery block, the garment factory block and the pandemic block.
OUR LIVES, UNDER CONSTRUCTION

NEW YORK CITY'S OTHER...

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In this intervention the main concern is to make scaffoldings feel like a place-space. A scaffolding will be the connection between the voids, through it people will have the opportunity to move on the facades of the building to enter the different uses of the voids. The scaffoldings will be named armatures.
"In what ways can these voids accommodate one another to better traverse this new and unprecedented terrain"

The scaffoldings will be named armatures. The design of these armatures is inspired from both the holding space notation system but also from the site excavation of SoHo. The different views from the dancers' movements, horizontal vertically three-dimensional, are represented on the armature like moving panels. The bottom is fixed while the top is movable depending on the amount of lighting and ventilation that we want to enter each space separately. So as to succeed the enclosure of the space on the armature I adjusted on the façade of the structure, panels, the material of each change on each block.

Every level of the armature at some point is connected with the interior of the building. They are designed as one. By adding these panels, by designing different uses on each floor and by redesigning the interior of the buildings I tried to create different layers that each one of them represents something different. To redefine the clarity of Soho.
The basic structure of the armatures, the columns and the beams are the same, but its one of them has different events, different enclosures, different panel materials. Overall its amature is unique depending on the the events that will host.

In the art gallery block I used polycarbonate panels. Polycarbonate has become an alluring alternative to glass in facades, as it has different levels of translucency and can provide optimal transmission and diffusion of light. By using these material we create a façade that you can see through it so as to be able to see what's going on on the interior from the street level but at the same time it can protect the different pieces of art from the light. The majority of the events are also public spaces, so privacy is not needed. In addition, we used colored polycarbonate panels depending on the event of its level.

From the art gallery on the 1st-2nd floor you can access the art gallery on the fourth floor through the staircases of the armature, passing by the café area. The workshops are private spaces that the artists have access only from the interior of the building.

As far as the garment factory block is concerned I used channel glass for enclosure. Privacy is not needed, especially in the shops, in which the spaces may be considered as showcases. On the 3rd and 4th floor where the garment factory is, it may be a private area only for the ones who work there, but it can be a interesting view from the ground floor or the buildings across the street.

On the pandemic block privacy is mandatory. On this floor we have access from the street level, especially for those who are going to the first floor for a covid test. For this reason we have easy access and exit. The ones who need a covid vaccine can pass the first floor and arrive at the second. Individual desks have been designed for the vaccination process and also waiting areas after you get the vaccine, both on the interior and the exterior-armature. Both levels are designed in that way that you have to follow a specific path, that follow specific restrictions and requirements of the post covid era.

At the upper levels there is the wellness center with spaces designed for meditation, yoga or even dancing.

These are the different events that will take place on each armature, in these three different blocks in Greene str.
garment factory
DIY Transformative Spaces

led by Justin Garrett Moore, Oscar Oliver-Didier
Shaping Spaces of Sovereignty
Spring 2022

On creating liberation spaces and lifting up voices for change

**Mission:** To help the local community of Cerra str to reinforce its cultural identity and "erase" the displacement of its residents, by creating and redesigning spaces that highlight the local and cultural identity of the area, but also reinforcing the togetherness and connectivity of the local community.

**Vision:** to create a community design model that will be the prototype of many communities to follow, by identifying the different identities of the locals and creating spaces for them and by them.
“the arts take on a role of central importance in helping us understand the effects of the storm and its aftershocks”

PROTEST ART
- Papel Machete
- “Out of the blue”

TEMPORARY ART EVENTS
- Art truck expo
- Santurce es Ley

URBAN ART
- Project Yaucromatic
- Green Houses

“AFTERSHOCKS OF DISASTER
- They use their art to assert a decolonized voice”
“visual arts has become an important site of catharsis as Puerto Ricans confront the effects of both natural and man-made disaster.”
“only by centering the needs and desires of Puerto Ricans will Puerto Rico be able to meaningfully function as a free and democratic society”
How will the community's integrity will be protected to avoid an increase in the cost of living and population displacement?

"the search for new social relations in Puerto Rico is about not just self sufficiency but also moving from mutual support toward new forms of collective self-determination"
1. Community struggle

Rising rates
Display
Lack

3. The CLT facilitates the community's input
Main purpose:
Preserve
other
Develop
needs

PROPOSED TIME SCHEDULE

Community Land

PROPOSED BUILDING / LAND OCCUPANCY

2022

1st phase 2022 - 2023

occupy/use public space
start occupying the vacant spaces (without CLT)
1st CLT purchase
Community Land Trust (CLT)

Purpose: enable community control over land and create community assets, including permanently affordable housing.

2. Community Members work together to form a Community Land Trust (CLT), a non-profit, democratically governed organization that gets and keeps land in trust on behalf of the community.

Lands community-driven planning to address immediate and long term needs.

Serve and enhance low-income housing and other places of value to the community

Develop unused spaces to meet community needs

Community Land Trust - Land Acquisition

2nd phase 2023 - 2026

occupy/use public space
occupying the rest vacant spaces (without CLT)
2nd-3rd CLT purchase

last phase 2026 - 2030

Completion of Land Acquisition
Community Initiative Group

(a group of community members that represent the majority)

Goal: collectively purchase and develop or redevelop land, retail, rental housing, and mixed-use properties

Identify the members of this initiative:
/must be locals who know the needs of the neighborhood
/represent a variety of different groups

Site Cerra str
The Process ‘Timeline’

**Proposed Uses**

**community homes**
- community gatherings
- community kitchen
- courtyards
- green gardens

**“creative” homes**
- arts:
  - protest art
  - temporary art events
  - urban art
- art galleries
- working spaces/workshops
- dancing

**queer spaces**
- freedom + safety
  - The Dance Clubs/Bars
  - /gathering of activists
  - /meeting for lovers
  - /“round table”

**“diversion” spaces**
- local spaces:
  - /eat
  - /drink

**locus ‘places’ spaces**
- local stores
- pedestrian str

**residencies for all**
- Homes
  - /artists
  - /queer community
  - /Baby Boomers 1946-1964
  - /Generation X 1965-1976
  - /Millennials or Gen 1977-1995
  - /local businesses
  - /resident owners
  - /long term occupants
- green gardens
- rooftop
- open spaces
targeting vacant lots ➤ as spaces that need care ➤ collective_communal growth

- Residents
- Green gardens
- Open spaces

- Baby Boomers 1946-1964
  Generation X 1965-1976

- Millennials or Gen Y 1977-1985
  Generation X 1985-1996

- Artists/queer community

Green Gardens
Open Spaces
The scaffolding is a space/place where the project proposals will be held before the CLT purchase takes place for the vacant spaces/buildings. It works as a pre-reminder of what it is going to happen.
From Models to the Real World
led by Michael Vahrenwald
Architectural Photography
Spring 2022
GSAPP Relaxation Station

with Eric Hagerman, Mu Dong Jung, Laurin Moseley, Kennedy Van Trump, Zhanhao Fan

led by Sharon Yavo Ayalon,

IF BUILDINGS COULD TALK: ART AND BUILDING TECHNOLOGY FOR INTERCONNECTED ENVIRONMENTS

Spring 2022

The main purpose of our installation is to transform the current underutilized common study space of Avery 100 to a relaxation area for Columbia GSAPP students. An opportunity for them to take a break in between courses or their studies to relax, reduce their levels of anxiety and increase their state of mindfulness. Relaxation can be triggered in many ways, but we will be focusing on comfort, lighting, sound, and visual aspects. An installation of nylon bags will create a "cloud", connected to the ceiling, and combined with the appropriate lighting, so as to create the feeling, for visitors, of releasing by decompressing the pressure and intensity of their daily life. At the same time, light fabrics will differentiate and enclose the space, creating smaller private spaces. The screen located in the space will display images/videos for visual relaxation, while a QR code will enable the visitors to manage the music they will listen to. Posters and signs will advertise the station all over the GSAPP building, attracting students to experience the GSAPP Relaxation station and its dynamics.
CONNECTION

intimate usage

AUDITORIUM

PASSING TIME

traveling

STUDY SPACE

STUDY SPACE

INDIVIDUAL WORK

student use

pin up space

CAFE

90
AIKATERINI PAPOUTSA

METAMORPHOSIS

Columbia GSAPP
Graduate School of Architecture Planning and Preservation
Master of Science in Advanced Architectural Design
Summer 2021 - Spring 2022