

BP* PRESENTS, HOMELESS: HOUSED

Lani Barry and Benjamin Olsen, M. Arch 1 '19

Presentation is an act of communication. Exhibitions communicate through space, content and the interplay between the two. They are spatial platforms for the communication of ideas, an opportunity to produce a range of spatial narratives and even new readings of material.

This year's Building Project includes an added exhibit component for the first time. In collaboration with Columbus House, the 35 year old New Haven sheltering organization and our client, we are designing, fabricating and curating content for a pavilion that will sit on the New Haven Green during the International Festival of Arts and Ideas in late June. The pavilion is intended as a site for many scales of conversation on the broad range of issues related to housing and notions of home.

Our task has prompted us to consider the subject of presentation head on. Through our roles as curators and designers we are involved in a collaborative process and a series of conversations with diverse stakeholders: Columbus House staff and clients, experts in New Haven History, structural consultants, Divinity School faculty, audio production specialists from the School of Drama and printers. These conversations have deeply informed the design.

To guide us in design, we asked challenging questions: how do we create an inviting space for visitors to engage complex issues? How do we present facts about a politically charged subject—affordable housing—in a neutral, accessible way to any visitor? How can we resist problematic tropes of representation?

Grappling with these questions, we realized that complex issues like housing and homelessness warrant an idiom that engages visitors in dialogue and reflection. The exhibit design is therefore premised on a piece of interactive "super-furniture," a long table that simultaneously carries the content, structure, and enclosure and becomes the site of informal conversations at multiple scales (see model above). The design becomes a pavilion that invites festival attendees to sit, relax and engage the information—or each other—in conversation.

The design aims to communicate the complex origins and experiences of homelessness without using traditional models of museum spectatorship that rely heavily on sight. We typically encounter people experiencing homelessness with our eyes. We see them on New Haven's streets or in its shelters. Our exhibit challenges this mode of spectatorship and invites visitors to listen and interact. In the place of images of individuals experiencing homelessness, an objectifying visual trope, content is delivered in recordings of Columbus House clients telling their own stories. Visitors will encounter people experiencing homelessness and a range of related topics, by listening.

Interactive vitrines on the table hold a series of objects we immediately associate with home: a doorknob, a mailbox and a closet to store belongings. Re-contextualized, these objects prompt us to consider the elements in our lives that we take for granted. The exhibit communicates a range of facts, opinions and experiences through many modes of presentation.

First-year students will fabricate the pavilion during the month of May and install it on the New Haven Green for one week in June. We invite you to visit it to provide feedback, serve as docents and participate in the conversations.

HOMELESS:HOUSED, 2017 BUILDING PROJECT EXHIBIT

ON THE GREEN
June 17-24, 10am-4pm daily, Downtown New Haven, CT 06511

An installation on the Green allows you to see and hear a range of voices and responses related to having—and not having—a home.

ARCHITECTURE GALLERY
May 22-August 15, 8am-5pm daily, 180 York Street, New Haven, CT 06511

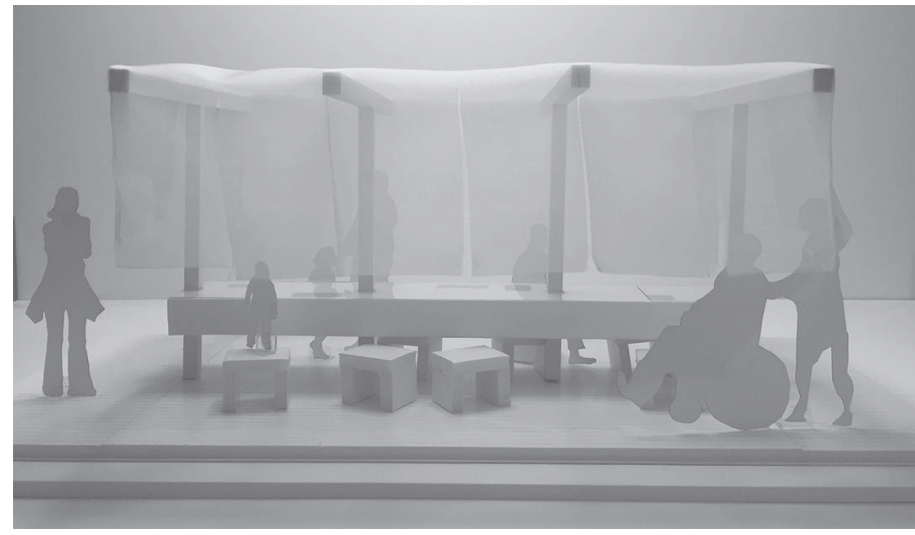
An exhibition at the Yale School of Architecture takes you through the thinking, research and designs/proposals produced by the collaboration.

COLUMBUS HOUSE
June 21, 586 Ella T Grasso Blvd, New Haven, CT 06519

A tour through the Columbus House emergency shelter teaches you more about the resources available to people who are homeless and our progress towards getting people housed.

For more information or if you would like to volunteer in the fabrication or staffing of the pavilion during the Arts and Ideas Festival please contact:
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*50 years old this summer.



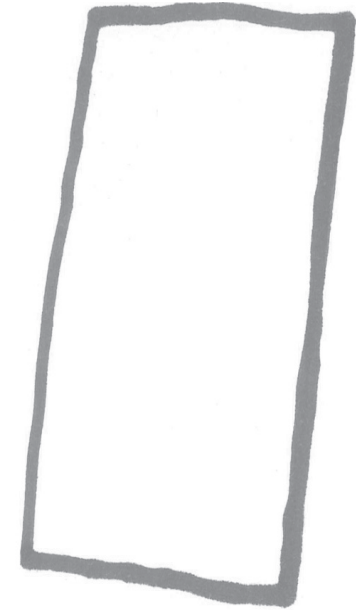
Working Model of Exhibit



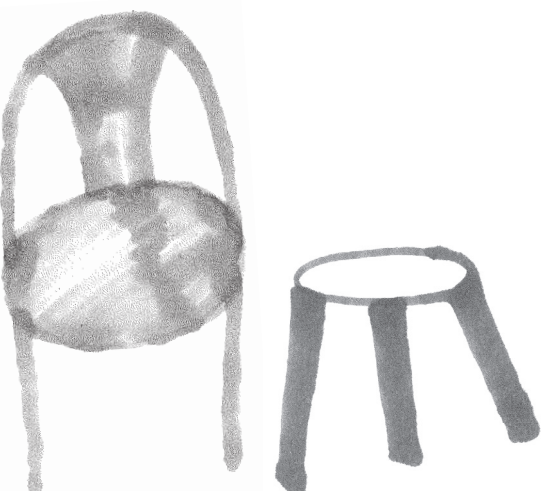
Anecdote 4: At my undergrad I had a professor send the presenting student away with an empty glass, asking her to fill it up with water. When she returned with the glass of water, her model was on fire. The professor told her to put the model out with that glass of water.



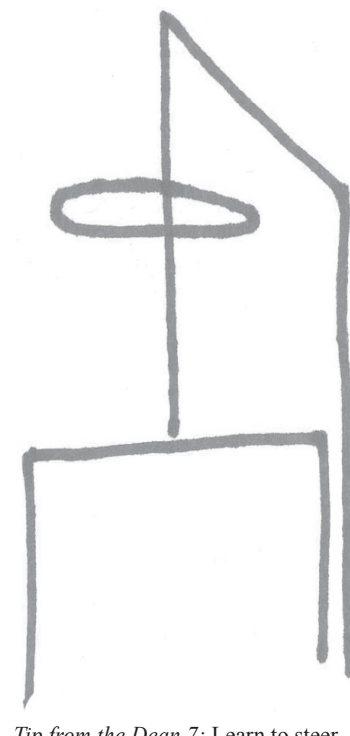
Anecdote 5: At the end of our BP review, Bob said, "Character is like pornography, you know it when you see it," and one of my teammates responded, "but what if you like weird porn?!" I don't think Bob heard, unfortunately.



Anecdote 6: Bob held his hand out and gave me a full, "Imma let you finish but...where's the front door?"



Tip from the Dean 10: Once you go into practice, there won't be a panel to review your work like at school so you will be the one responsible for critiquing your own work.



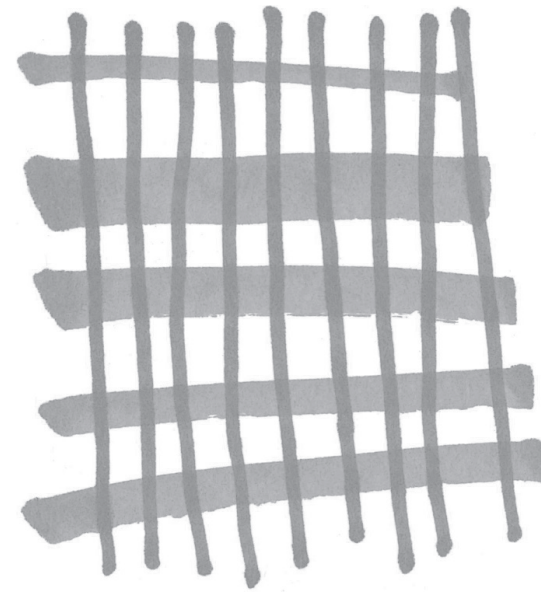
Tip from the Dean 7: Learn to steer back the conversation to what you are interested in respectfully. This requires preparation ahead of time to know what kind of conversation you want to have.



Anecdote 7: I remember hearing about a student who yelled their entire presentation.



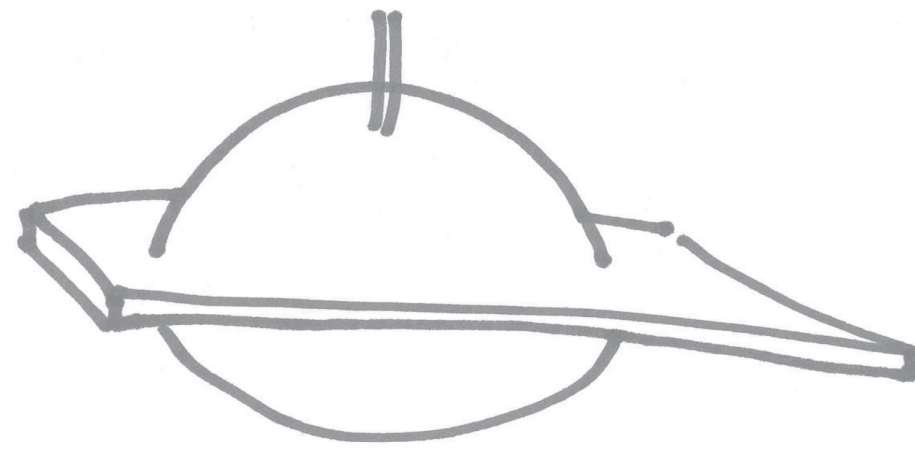
Tip from the Dean 11: In conversation, Dean Berke highlighted the difference between presentations in school and in practice: While in school, a jury is present specifically to help you improve your design work, as opposed to practice when it's more about directing your efforts toward what the client wants (which may not always be directed towards a better architecture).



Suggestion 11: There needs to be less emphasis on a final, perfected set of deliverables. It essentially erases 2 weeks during which we could continue to develop our projects (i.e., learn).



Suggestion 12: More casual and hands-on midterm reviews! Too often, we do two final reviews a semester, one at the midpoint, and one at the end, and we therefore work on two projects. No more!



Tip from the Dean 8: You have to articulate your ideas so that you can be critical of your own design. Clarity helps you move your design forward.



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PAPRIKA! VOL 2, ISSUE XXIV PRESENTATION

MAY 1, 2017

We present to you the last issue of Paprika! for the academic year of 2016-2017! This issue is centered around the activity which every student spends hours preparing for: Presentations. We are addressing the issue from various points of view. The student body at YSOA has been surveyed to understand student's habits and experiences. We have talked to Dean Berke about the importance of presentations in architectural discourse [see Tips from the Dean], and reviewed different models of presentation [see Image 29 & Suggestions]. We have heard your opinions [see Suggestions] and your stories [see Anecdotes], and we are sharing it all here. This issue should be fun and interactive to relieve you of final reviews anxiety, boredom...etc. Our aim is that this issue will spark a conversation about our reviews and presentation structures in YSOA and the architecture field as a whole.

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Please send all comments and corrections to paprika.ysoa@gmail.com. To read Paprika! online, please visit our website, yalepaprika.com, Paprika!



Image 1: 9.5% of the students eat a carb-dump of greasy fast food and high fructose corn syrup before review.

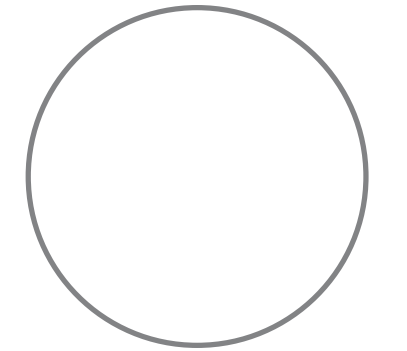


Image 2: 20% of people don't eat breakfast before review.



Image 5: On a scale from 0 to 100, the average stress level is 58.



Image 6: 37.5% of participants assume the power stance in order to build confidence prior to a review.

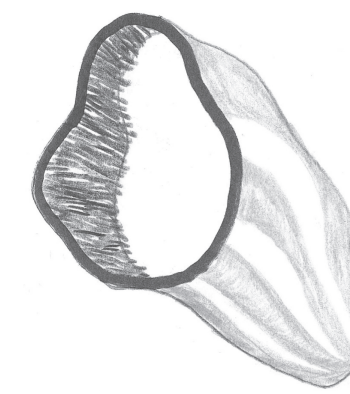


Image 3: Before a review, 62.5% of students eat their breakfast on-the-go.

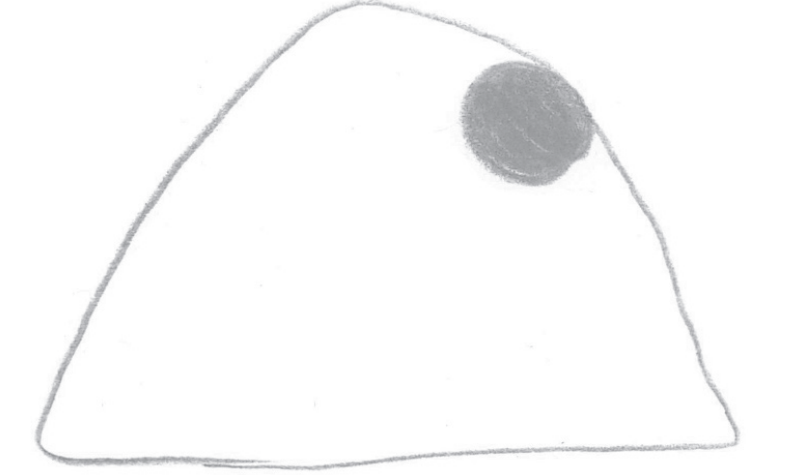


Image 4: Only 8% of participants claim to eat a healthy balanced breakfast before review.



Image 8: 8.3% of participants perform stress-relieving exercises prior to review, such as running around or doing jumping jacks.



Anecdote 1: While presenting I said, "Excuse me, I am too parched to continue..." Luckily there was a bunch of Yale branded water beside me.

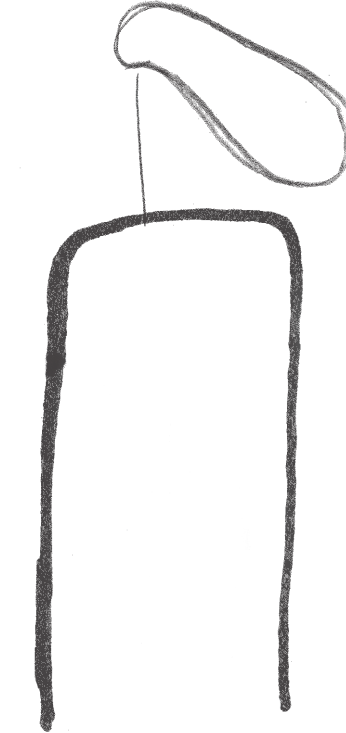
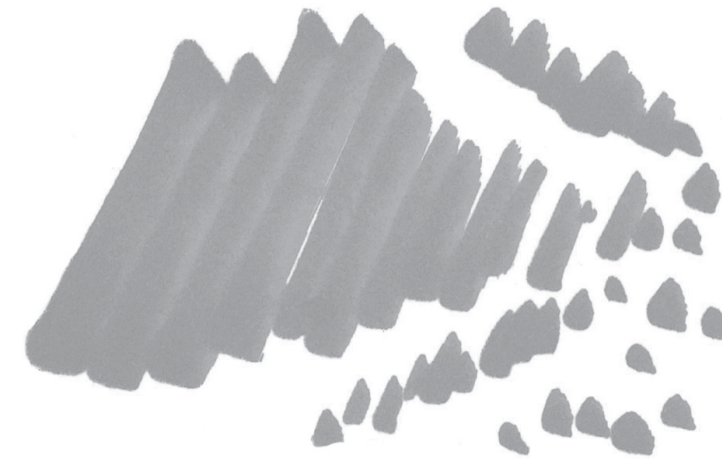


Image 7: An even 50% of participants take deep breaths in order to control their nerves.



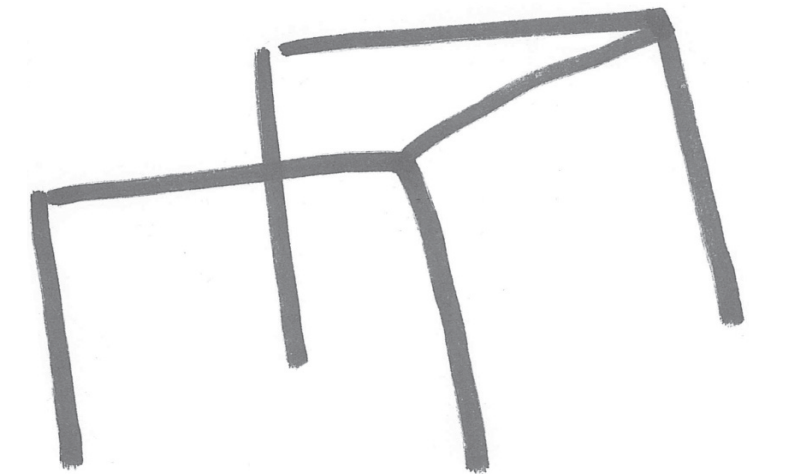
Image 9: 4.2% of students imagine the jury in their underwear.



Anecdote 2: One of my classmates fell asleep while presenting. The critic started saying, "Come back to us."



Tip from the Dean 1: It is important to be rested and focused in order to hear and remember the comments made by jury. We are paying good money to have a high calibre of jurors, and it is a waste not to hear their comments.



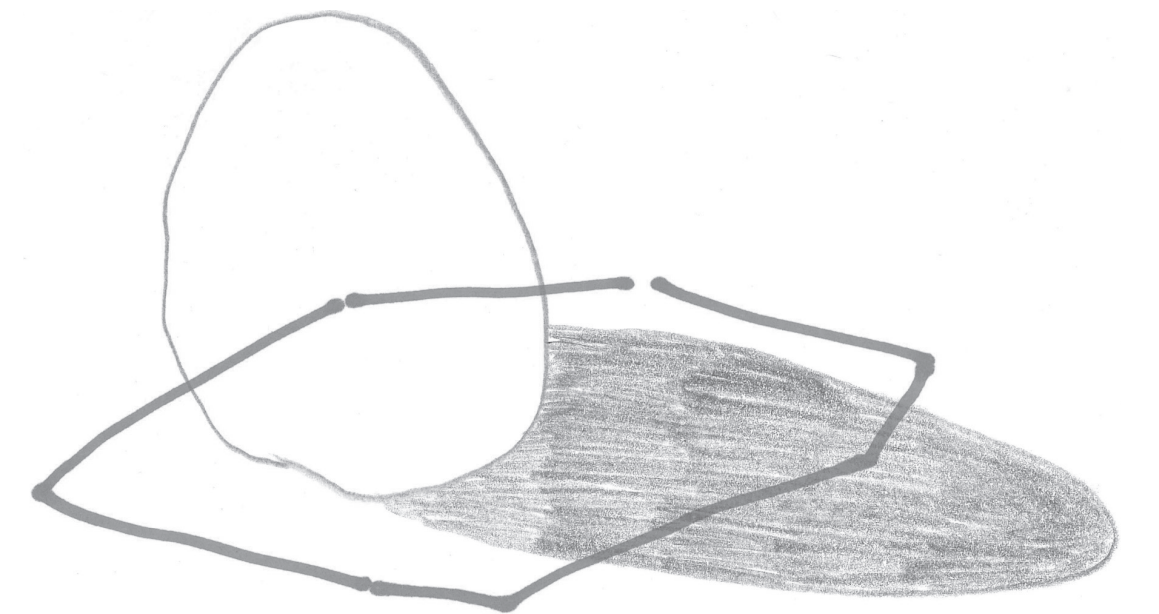
Tip from the Dean 2: Sleep is important - no drawing gets better in the 2 to 3 hours before review.



Tip from the Dean 3: When you feel more confident and prepared, you'll be more able to describe your work cogently.



Image 10: On average, YSOA students sleep 4.2 hours per night before a review.



Suggestion 1: The first years started 30-minute gallery talk before formal presentations this semester, it has been really helpful in reducing the stress/getting critiques into their 'zone'.



Image 11: On average, YSOA students spend 32 minutes to get ready before their review.

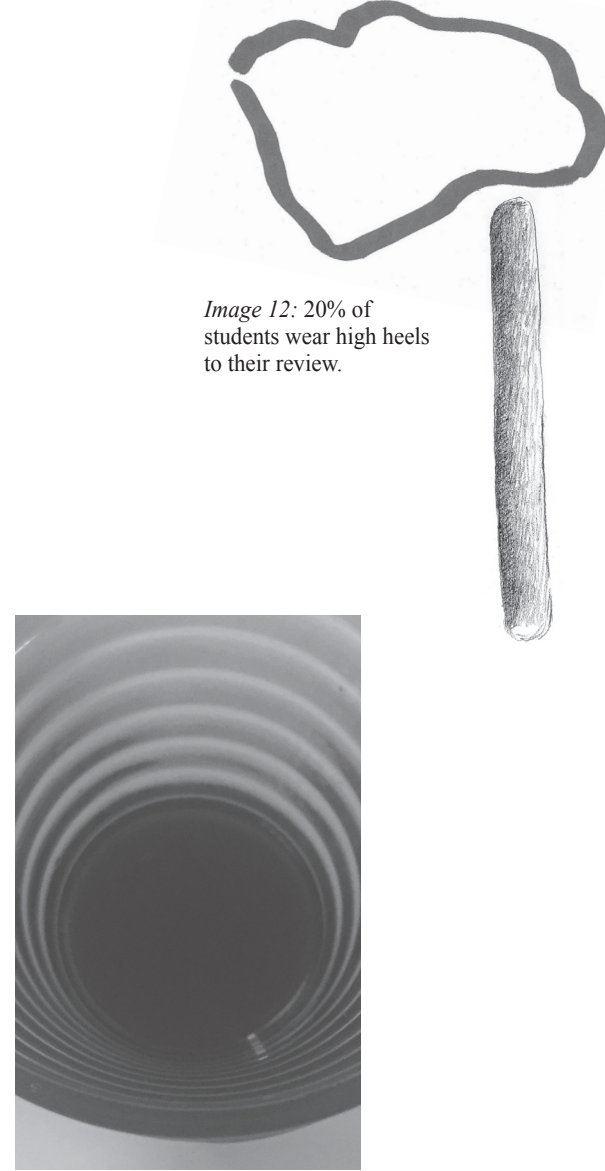


Image 12: 20% of students wear high heels to their review.

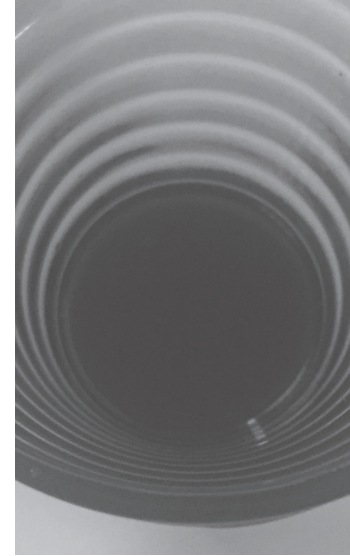


Image 13: 60% of the participants say outfits are over half black.

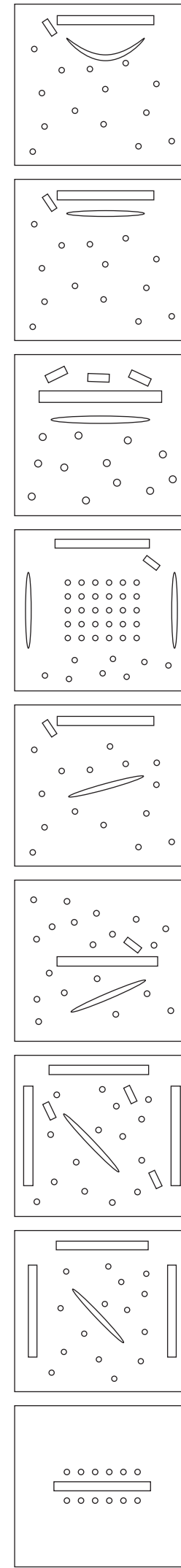


Image 29: Different presentation formats. From top to bottom: semicircle, line, panel discussion, school bus style, random, science fair, simultaneous group, silent review and group discussion.

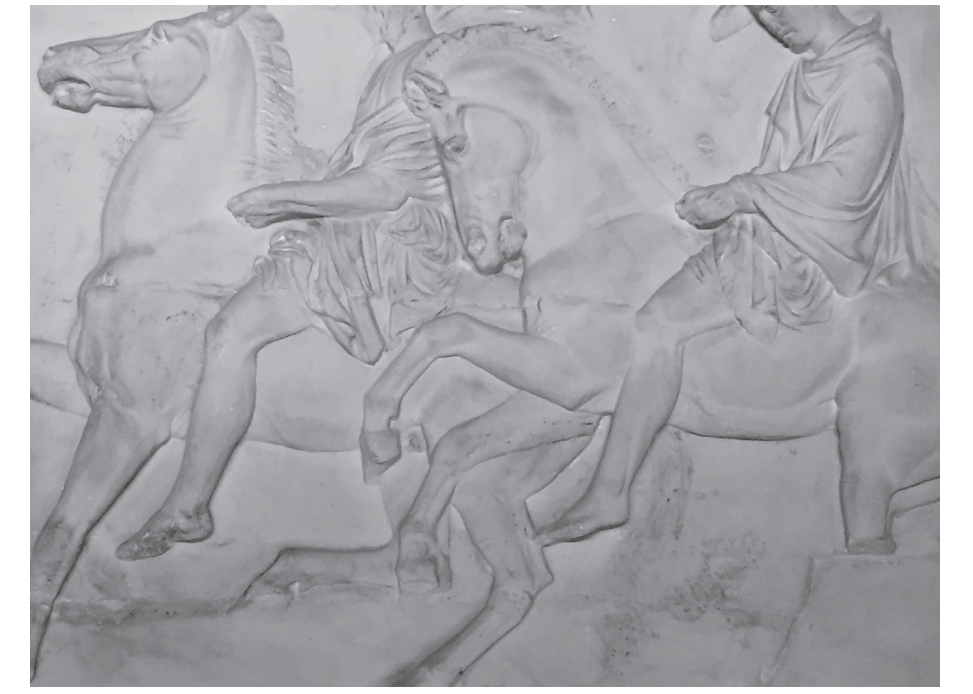
- students
- pinup boards
- critics



Suggestion 3: The 'science fair' poster session that we tested during the BP mid-reviews was great.



Suggestion 4: For more students to be present at advanced studio reviews.



Suggestion 5: I wish midterms was less of a dog and pony show and more of a helpful working session. I wish all critics would ask their students for input on the jury panel. I wish we had designated time for students to comment on each other's work and that students from other studios would come to each other's reviews. I think it would be nice to sometimes have different structures like science-fair style.

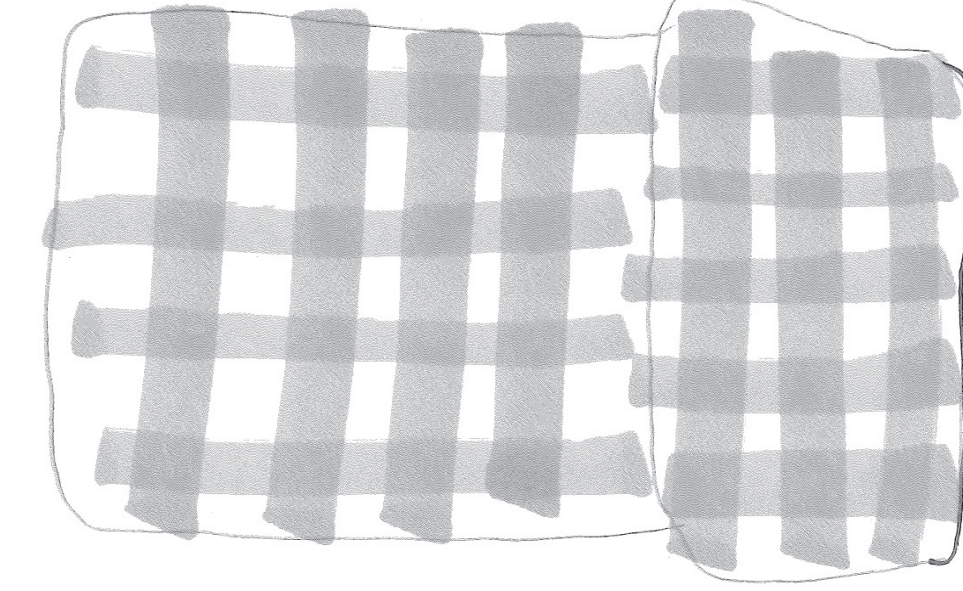
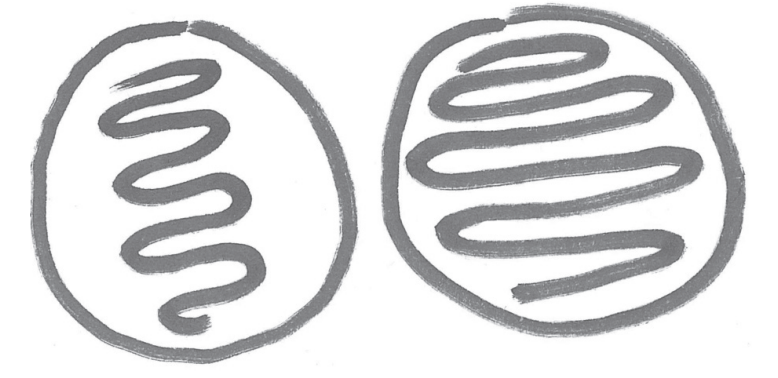


Image 32: 4% of students spend up to 16 hours in other students' reviews.



Suggestion 6: I wish students felt more encouraged to provide commentary during reviews, especially mid-review when we're all working through our concepts together."



Image 14: 24% of students wear dresses to their review.



Image 15: 8% of students wear a skirt to their review.

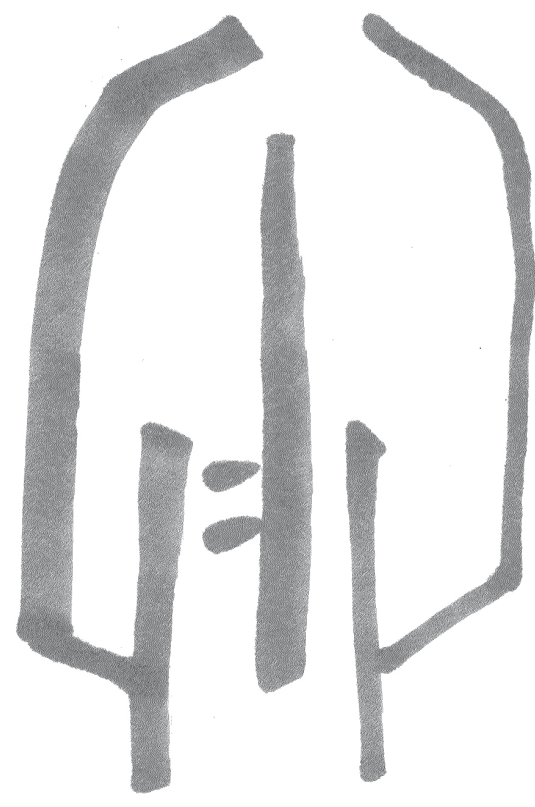


Image 16: 48% of students wear a coat or a blazer to their review.

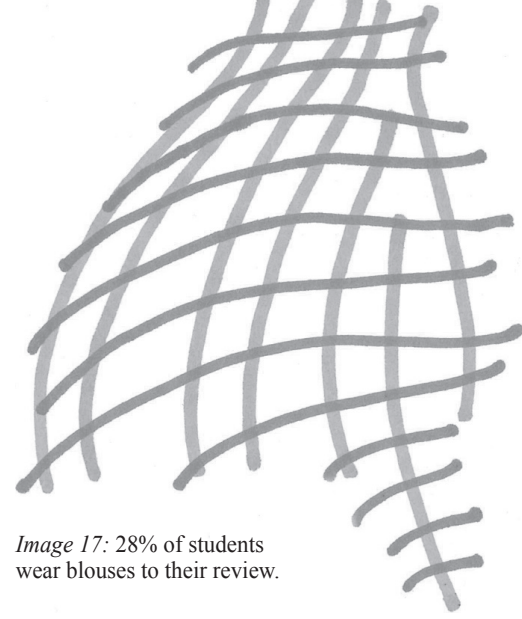


Image 17: 28% of students wear blouses to their review.



Image 21: 20% of students wear jewelry, excluding watches and wedding/engagement rings, to their review.

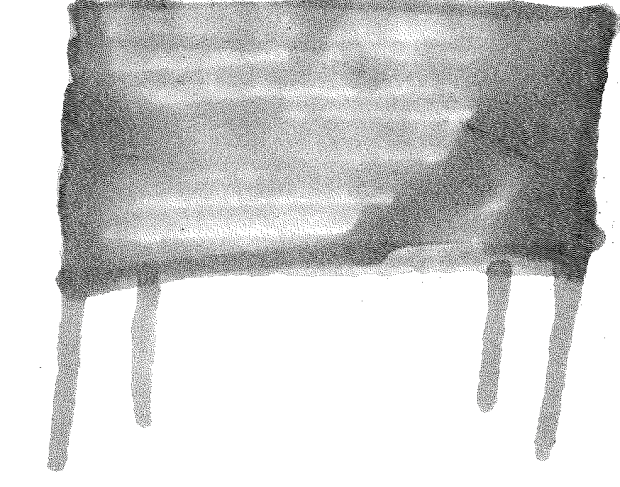


Image 33: 44% of students spend 3-8 hours in other people's reviews.

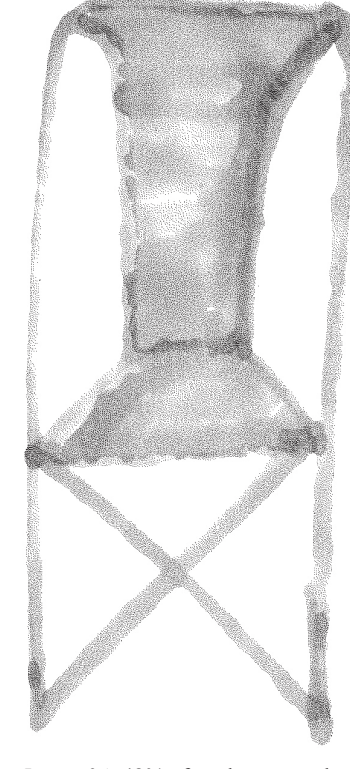


Image 34: 48% of students spend up to 3 hours in other students' reviews.



Suggestion 7: I'd like for it to be more of a conversation.

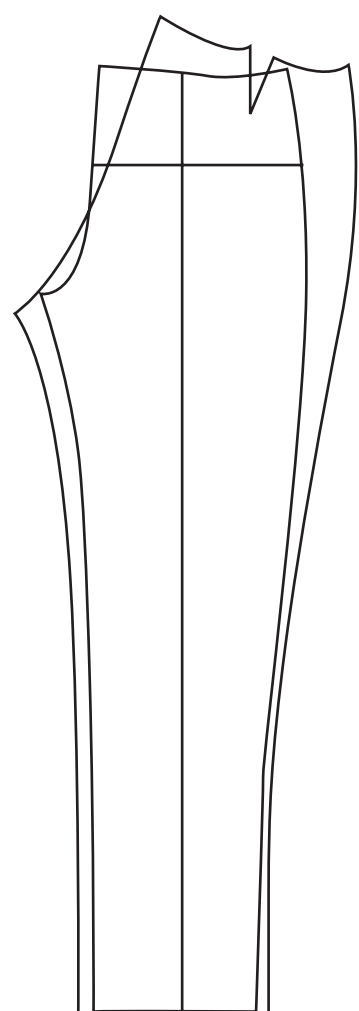


Image 18: 44% of students wear dress pants to their review.

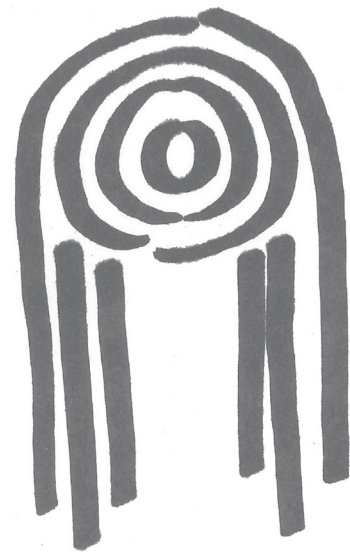


Image 19: 4% of students wear a scarf to their review.

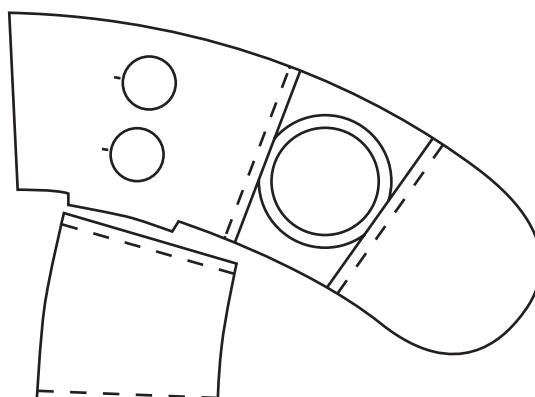


Image 20: 4% of students wear short-sleeved button-down shirts.

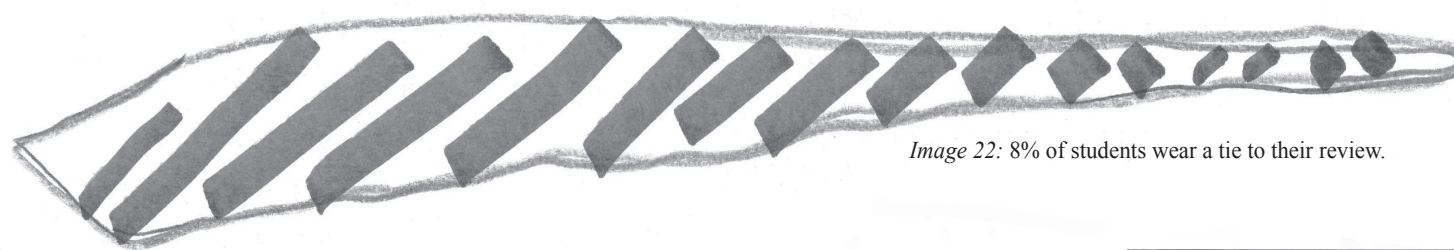


Image 22: 8% of students wear a tie to their review.

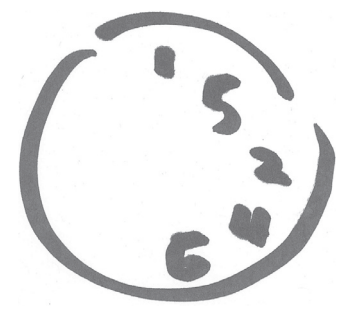


Image 23: 48% of students wear watches to their review.

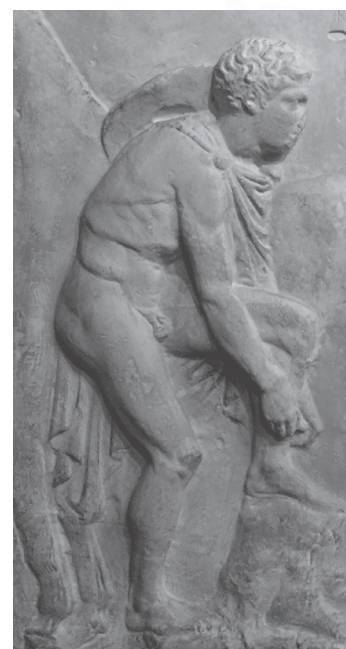


Image 28: 20% of students wear fancy socks to their review.



Tip from the Dean 4: Presentations are extremely important because one must learn to talk about their work with clarity, focus, precision.



Suggestion 8: More performance.



Anecdote 3: First thing out of a critic's mouth: "I hate this project."



Suggestion 9: Students should feel more able to participate: enough of the front line of professors/critics. I'd also like to see professors reach out to see if students would like any specific visiting critics.



Image 24: 8% of students wear panty-hose to their review.



Image 25: 4% of students wear open-toed shoes to their review.

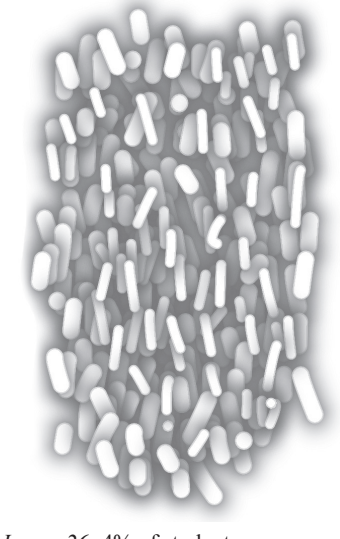


Image 26: 4% of students wear glitter to their review.

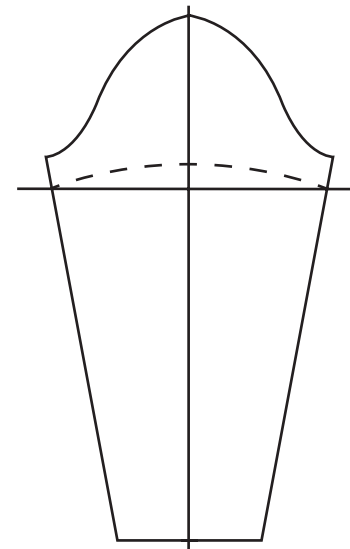


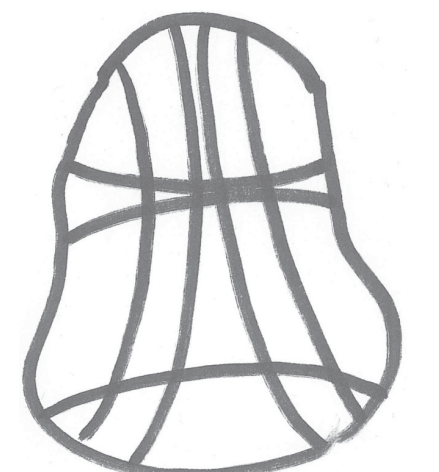
Image 27: 52% of students wear long-sleeved button-down shirts to their review.



Suggestion 10: I think the structure works well... but I do wish the critics would stop talking so quietly.



Tip from the Dean 5: Try to engage with the juror by remembering their comments. Perhaps go up to them after your presentation and ask them to elaborate or clarify their comments.



Tip from the Dean 6: In order to get the most out of our reviews, we should foster a productive relationship with the jurors. The Dean reminded us that, from a juror's point of view, they want their contributions to be helpful to the students. They aren't making money to come to reviews; they are doing it to pay it forward because someone did it for them. It's hard to be a juror. It is difficult to understand a project quickly, to make an insightful comment in accordance to the scope of the conversation, and to maintain this for up to eight hours. They believe in the mission of architecture, that's why they do it. They are here to help.