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## Appendices

*Presentation Documentation*





*Thesis Review I: Presentation Materials*





## Appendix I • February 5th 2010

### • Presentation Board I

#### Participatory Design



#### Designing for the People of Barahona

Thesis Review I



"It is estimated that 30,000 Haitians illegally enter the Dominican Republic each year to work in the sugar industry. These live in migrant labor camps called 'Bateys' under horrifying conditions."

Miami Herald Newspaper



#### Materiality



#### Arguable Position

"Currently one in seven people lives in a slum or refugee camp, and more than three billion people – nearly half the world's population – do not have access to clean water or adequate sanitation. The physical design of our homes, neighborhoods, and communities shape every aspect of our lives, yet too often architects are desperately needed in places where they can least be afforded." This crisis is overlooked due to the fact that there is no direct contact with the percentage of the population living within slums. To become an architect within the 21<sup>st</sup> Century there is a need to become aware of the current demographic and environmental trends. These trends show the lack of basic knowledge and the need for architects within third world countries, where poverty is at its highest degree. Through the use of architecture social, economic, and environmental issues can be addressed and basic knowledge can be given to the communities of those most in need.

#### The Six Precepts

1. To provide architecture that will aid the development of the children in a physical and spiritual sense.
2. To be conscious of a culture's relationship to the physical environment in order to design cooperatively with the communities within Barahona.
3. To remain a neutral party in order to respond to the culture's identity and not one's own.
4. To create a common ground upon which adults and children can be educated and feel safe to be.
5. To design and introduce new sustainable methods as well as using traditional local building materials, labor and construction methods.
6. To provide 'Children of the Nations' and 'I Love Baseball' a home Hub upon which their own dreams may grow into a reality.



## Becoming an Activist Within a Third World Country

Katie Cooklin, Thesis I, Professor Andrew Phillip Payne, Winter 2009

## Appendix I • February 5th 2010

### • Presentation Board II

#### The Sugar Industry

The average work-day in the sugar cane fields range between twelve and fourteen hours long. The work involves planting, fertilizing, cutting, transporting the sugar cane throughout the different regions of the country. Below are the areas in which the sugar cane fields and industry is conducted within the Dominican Republic. The Dominican Republic wants the Haitian manual labor that is illegal because it is undocumented, it is submissive so they use fear of deportation as a weapon to keep the workers within the industry.



#### Republica Dominicana

History is one of the binding forces of the Dominican Republic that is still alive today. Although the past is known to have contained corrupt politicians and powerful dictators, such as Trujillo, the average Dominican has an optimistic outlook on life. Dominicans have learned to live through hardships, while appreciating the good things, such as family, togetherness, music and laughter. There is a negative attitude towards Haitian immigration which has given an international criticism over the worsened treatment of the nearly one million Haitians living within the Dominican Republic. They both live within a poor country with a weak economy and political standing. The average Haitian makes six times less than that of the average Dominican. Therefore Haitians risk losing all legal and civil rights, as well as enduring terrible living conditions, in order to simply make money on the vast sugar plantations throughout the Dominican Republic.



#### Designing for the People of Barahona

Thesis Review I



"It is estimated that there are 280,000 ethnic Haitians living in the Dominican Republic with no form of identification."

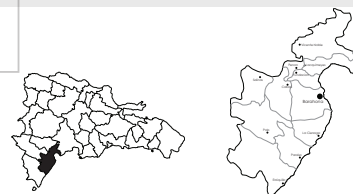
—United Nations Agency for International Development

#### Ethnicity & Identity



#### Barahona

The Dominican Republic is located on the island of Hispaniola, which is located within the Caribbean ocean. On the west of the island is Haiti, both countries sharing the one island. The border that divides these two countries is approximately 288 kilometers and was established through a number of treaties over the years. The total land area of the country is approximately 18,605.8 sq. miles (48,442 sq. kilometers). The Dominican Republic is divided into thirty-one provinces. Barahona is the shaded province as shown in the diagram. These provinces are further divided into municipalities, which are the second level political and administrative subdivisions of the country. The municipalities are shown within the province of Barahona.



## 02 The identification of The People and Place

Katie Godkin\_Thesis I\_Professor Andrew Phillip Payne\_Winter 2009

## Appendix I • February 5th 2010

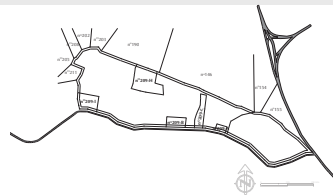
### • Presentation Board III

#### Location & Proximity



#### Parcel 209 Division

**Parcel N° 209 - E:** This parcel of land is privately owned and upon this land sits a water-pumping station.  
**Parcel N° 209 - H:** This parcel of land is rented on a monthly basis by the owner of the original parcel 209. It is currently used by a salt factory for storage of materials.  
**Parcel N° 209 - B:** This parcel of land is privately owned and upon this land is an abandoned large hotel, which is currently owned by the bank.  
**Parcel N° 209 - C:** This parcel of land is privately owned and is currently occupied by a small residential structure and a large abandoned commercial structure.  
**Parcel N° 209 - A:** This parcel of land is privately owned and is currently occupied by a residential structure. There is also a radio tower located upon this piece of land.



#### Designing for the People of Barahona

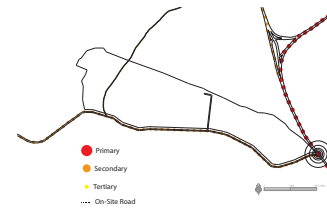
##### Thesis Review I



*"In the early 1900s, Haitians sugarcane cutters, lured by the promise of work, began the seasonal migration to the Dominican Republic—the Haitians were willing to do this low-wage, back-breaking work whereas most Dominicans were not. Over the decades, many of these sugarcane workers did not return to Haiti at season end, and thus created a large, permanent population of Haitians in the Dominican Republic—a population that was not welcomed."*

—Children of the Nation

#### Site Analysis



#### The Land

**Total Land Area:**  
 6,375,383 sq feet / 583,002 sq meters / 144 acres  
 The land is located upon the road to Haiti between the downtown area of Barahona and the Bayes, which are further north. This is very important because currently all facilities owned and operated by Children of the Nation are within the Downtown area. This makes it somewhat difficult for the families living in the Bayes to make the longer journey to reach the clinic, the recreational fields, the office and the mission house. Through the design of a new community complex for Children of the Nation all of these facilities will be located in close proximity to the Bayes and will be within one central location. This site is certainly most suited to the needs of the community complex and also most importantly the people of Barahona.



#### The Creation of a Common Ground

Katie Cookin, Thesis I, Professor Andrew Phillip Payne, Winter 2009

Appendix I • February 5th 2010

• Presentation Board IV

**The Users**

- User 01\_ The Employee(s)
- User 02\_ The Missionary(s) & Intern(s)
- User 03\_ The Children

**The Program**

Through the extensive research within the region for the development of the program, it is clear to identify that the programmatic needs become separate buildings. The majority of their architecture is small, personal and a place that many can come together to communicate. This pushed the decisions to create a community complex that will house the major programmatic needs within individual buildings. The buildings have been divided into a temporary number of nine, housing all the necessary program for the complex.

*Designing for  
the People  
of Barahona*

Thesis Review I



**The Buildings**

- 01\_ Community Center
- 02\_ Administration Office
- 03\_ Housing "Pods"
- 04\_ Clinic
- 05\_ Library
- 06\_ Education "Pods"
- 07\_ Church
- 08\_ High School
- 09\_ ILB Clubhouse

**Concept Phase 01**

Through the experiences with the children and families of the Batays and Barrios of Barahona, it became clear that there was something within these special relationships that were held between the people. Walking over trash, empty medicine bottles, Barbie dolls, and clothes, a piece of coral lay within the remains upon the beach. Coral is the symbolic representation of the structure of the families within the Batays and Barrios of Barahona, Dominican Republic, containing the most important aspects such as faith. No matter if this structure is living or dead it is still maintained within its same form. The structure of these families and communities hold their strong form, but still struggle to become the living organism it strives to be. Through the addition of a secondary form, the people are enabled to become empowered through a system of support.



*"Hope coincides with an increasingly critical perception of the concrete conditions of reality. Society reveals itself as something undivided, not as something immovably given; it becomes a challenge rather than a hopeless limitation."*

*- Paulo Freire, Education for Critical Consciousness*

**Concept Phase 02**

As stated previously, through the addition of a secondary form, the people of Barahona are enabled to become empowered through a system of support. This system of support is symbolically represented with two hands. Each hand individually represents a different person. The hand holding the piece of coral represents the hand of the people of Barahona. This hand visually conveys the multi-cultural society of the Dominican Republic. The grasp upon the coral, represents the tight hold upon the structure of their family and community. Although the coral is viewed as dead within this hand, it clearly shows the remnants of their family values, faith and their communities. Under the hand of the people of Barahona is the hand of support. This hand is visually represented as a neutral and natural support system. The work of a missionary, organization, or architect can thus be represented as this hand.



*Process of Creating The Built Environment*

Katie Goukin, Thesis I, Professor Andrew Phillip Payne, Winter 2009

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**Appendix I • Model 01**

- **Dominican Republic and Haiti**





**Appendix I • *Model 02***

- **Sugar Fields in the Dominican Republic**



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## Appendix II

*Thesis Review II: Presentation Materials*





## Appendix II • March 5th 2010

### • Presentation Board I

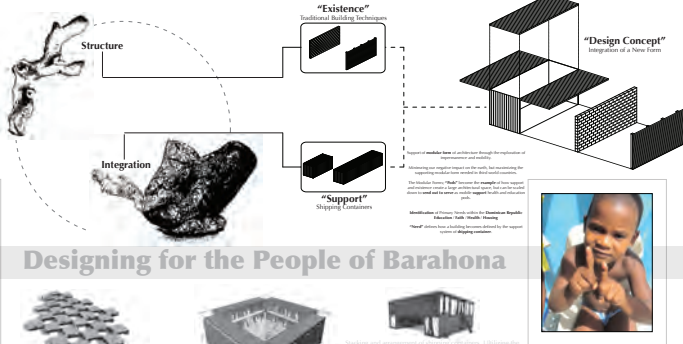
#### Arguable Position

"Currently one in seven people live in a slum or refugee camp, and more than three billion people - nearly half the world's population - do not have access to clean water or adequate sanitation. The physical design of our homes, neighborhoods, and communities shape every aspect of our lives. Yet too often architects are desperately needed in places where they can least be afforded." This crisis is overlooked due to the fact that there has been direct contact with the percentage of the population living within slums. To become an architect within the 21st Century there is a need to become aware of the current demographic and environmental trends. These trends show the lack of basic knowledge and the need for architects within third world countries, where poverty is at its highest degree. Through the use of architectural, social, economic, and environmental issues can be addressed and basic knowledge can be given to the communities of those most in need.

#### Design Precepts

1. To provide architecture that will aid the development of the children in a physical and spiritual sense.
2. To be conscious of a culture's relationship to the physical environment in order to design respectfully with the communities within Barahona.
3. To remain a neutral party in order to create a successful architectural response to the culture's identity and not one's own.
4. To create a common ground upon which adults and children can be educated and feel safe to live.
5. To design and introduce new sustainable methods as well as using traditional local building materials, labor and construction methods.
6. To provide 'Children of the Nations' and 'I Love Baseball' a home Hub upon which their own dreams may grow into a reality.

#### Thesis Review II



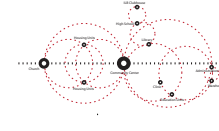
Refugee Village (QBE)  
2000 sq. feet (1800 sq. ft. total)

Fingry School  
1000 sq. ft.

Reading and arrangement of the building's structure. Following the principles of the building's structure, the building's structure is designed to be a safe and secure place for the community.

#### Primary Axis Diagram

Creation of the Community  
Building Location and Proximity



#### Axis Concept Diagram

Connection between the 'Existence' and the 'Design Concept'



#### Secondary Axis Diagram

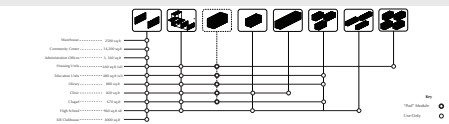
Creation of the Community  
Building Location and Proximity



#### Faith - Guiding Light - Creation of Journey

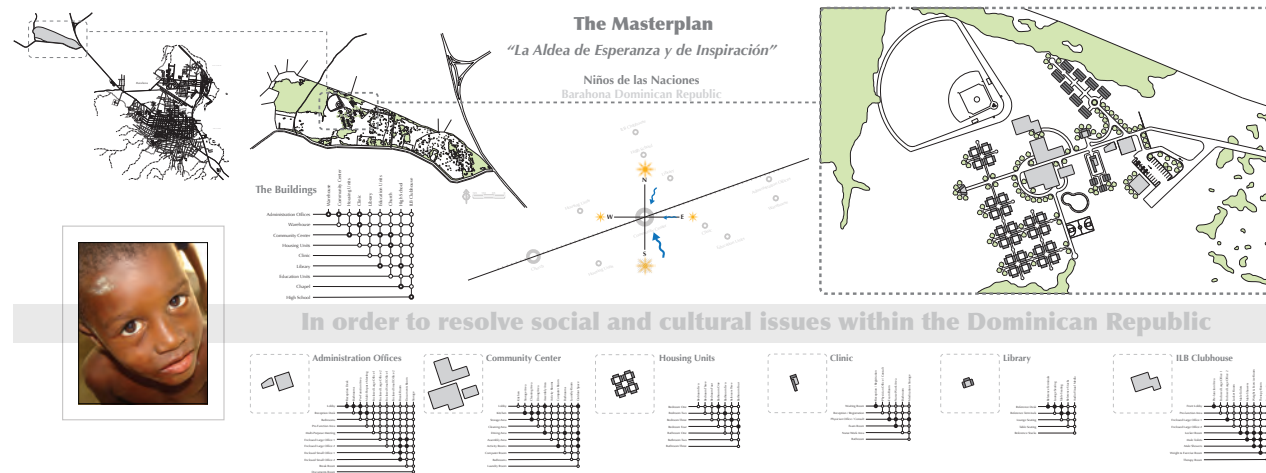
Your Word is a lamp to my feet and a light for my path  
Psalm 119: 105

#### Architecture as the Identification of Place



## Appendix II • March 5th 2010

- **Presentation Board II**



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## Appendix II • *Macro Schematic Design Model*

- **The Community Complex within Parcel 209**



## Appendix II • *Micro Schematic Design Model*

- **The Community Complex**





**Appendix II** • *Schematic Design 01 Model Details*



The community complex



Light emphasis on community center



Housing Units



Library with High School behind

**Appendix II** • *Schematic Design 01 Model Details*



Community center; the core of the site



Light emphasis on complex



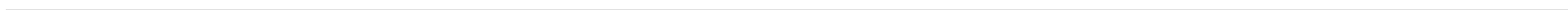
Parking and Administration Area



Light emphasis on housing quadrants



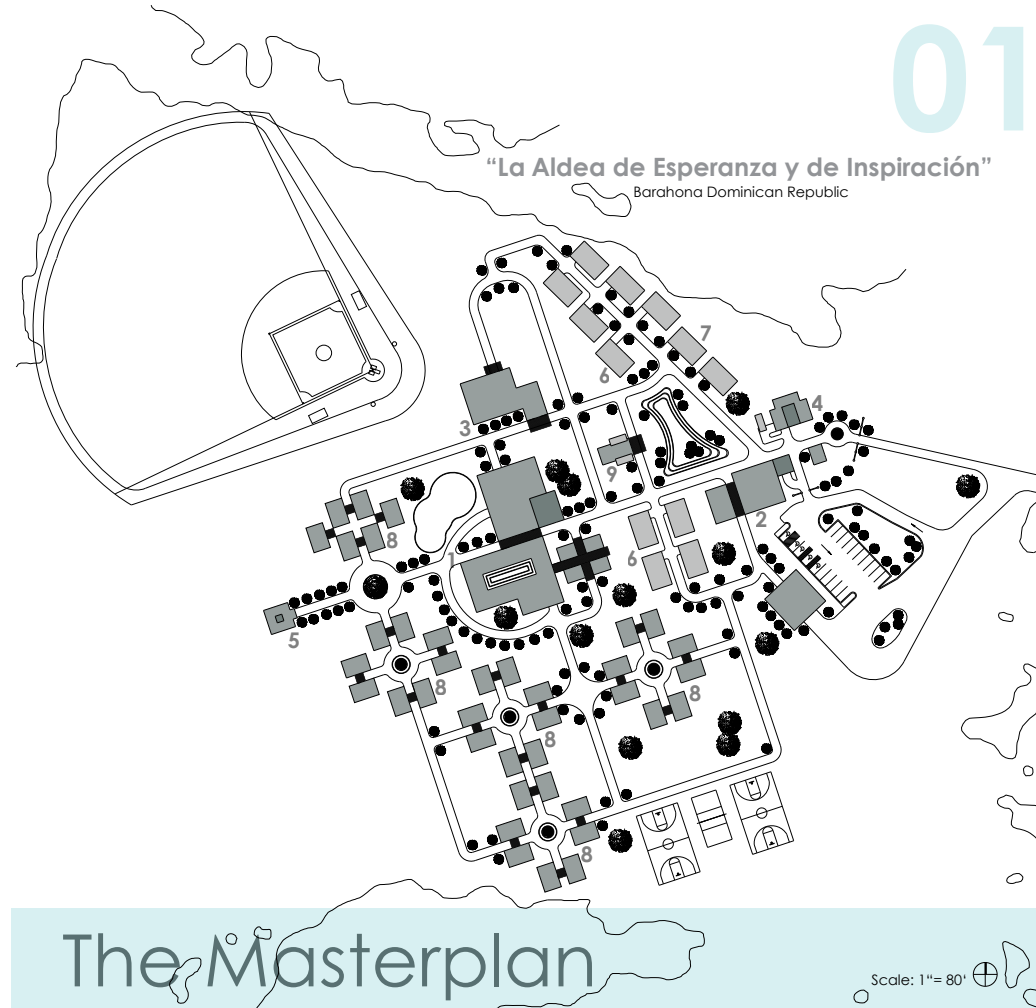
*Thesis Review III: Presentation Materials*





**Appendix III** • *April 23rd 2010*

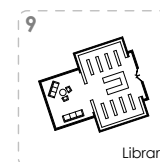
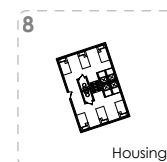
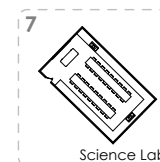
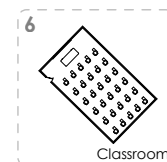
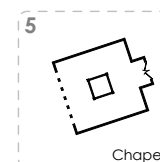
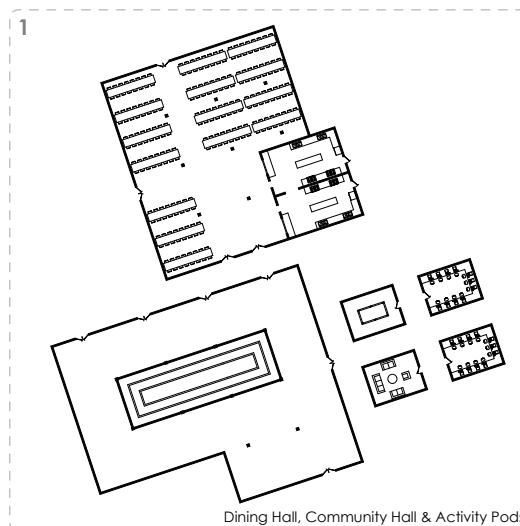
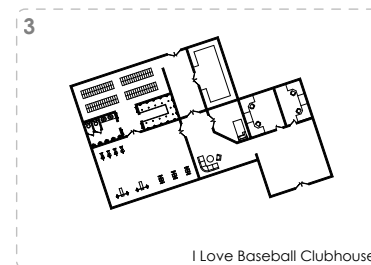
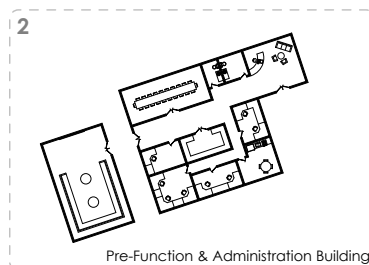
• **Presentation Board I**



## Appendix III • April 23rd 2010

### • Presentation Board II

02



## Floor plans

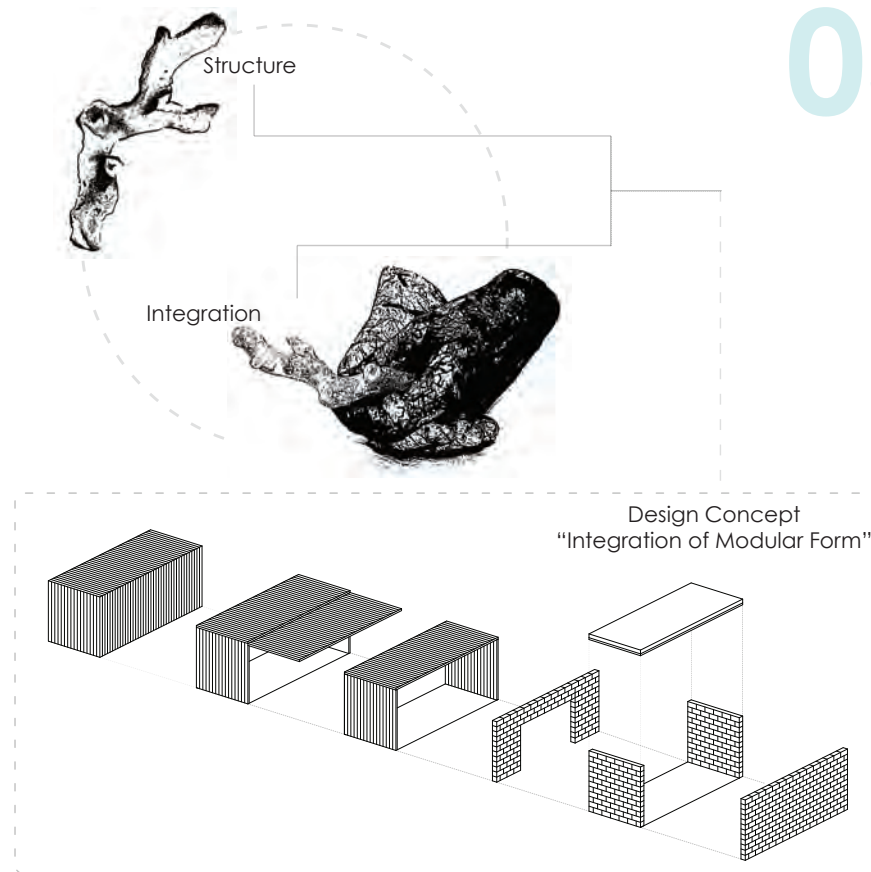
Scale\_ 1":20'

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**Appendix III** • *April 23rd 2010*

• **Presentation Board III**

03

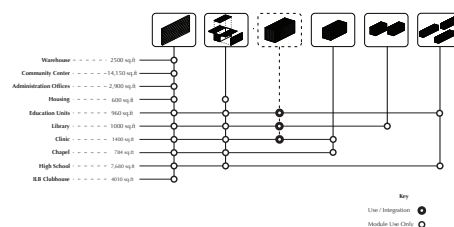


Design Concept

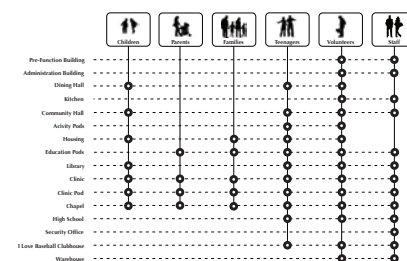
## Appendix III • April 23rd 2010

### • Presentation Board IV

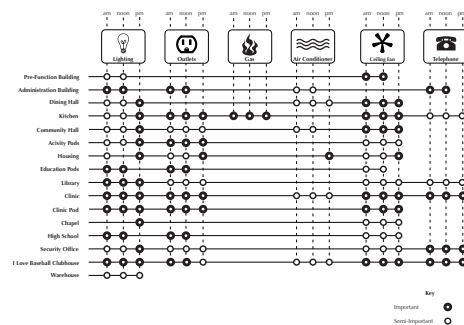
#### Design Matrix



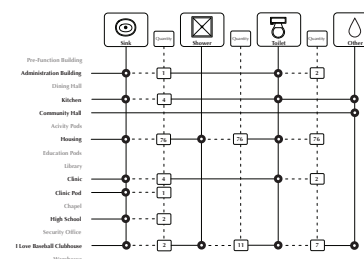
#### User Matrix



#### Power Usage Matrix



#### Water Usage Matrix

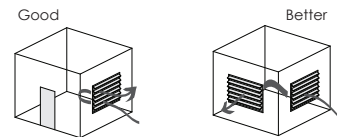
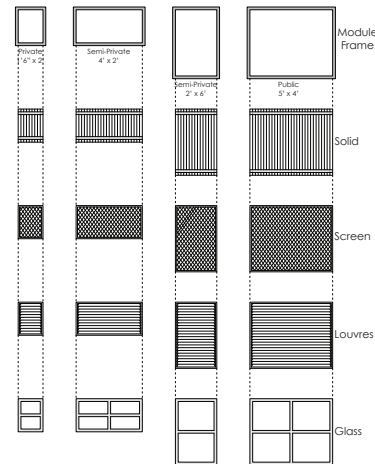


## Design Matrices

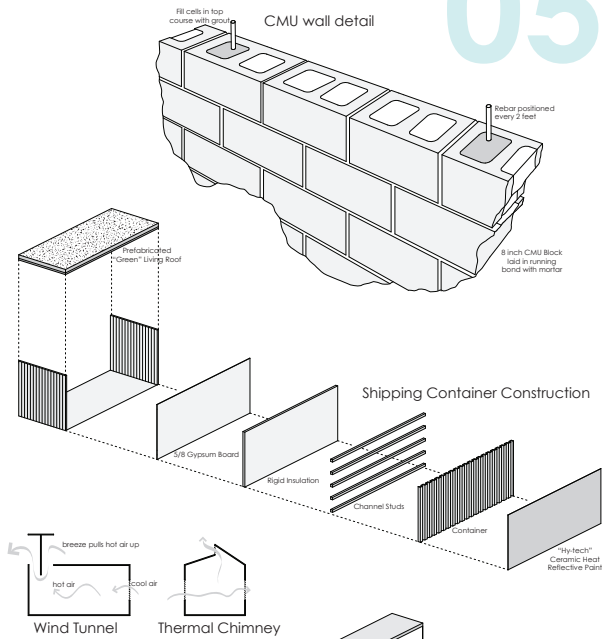
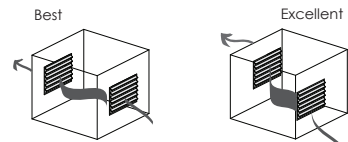
## Appendix III • April 23rd 2010

### • Presentation Board V

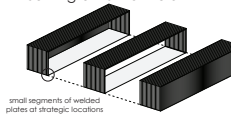
Window Study



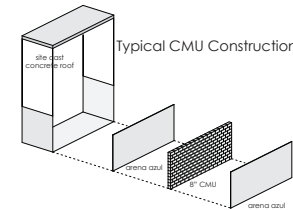
Cross Ventilation



Joining Units Via Weld



Typical CMU Construction



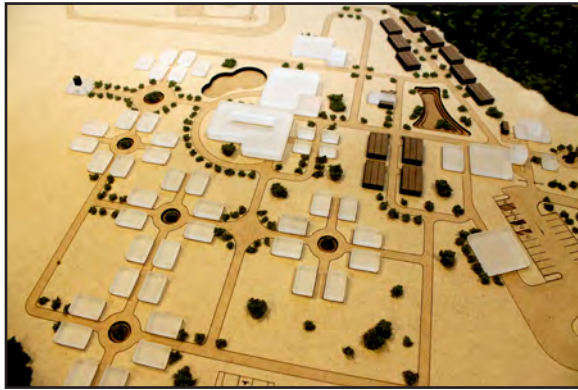
# Structure & Details

### Appendix III • *Micro Schematic Design 02 Model*

- **The Community Complex**



**Appendix III** • *Schematic Design 02 Model Details*



Perspective of community complex



Entrance to the complex



The community center



High school, library and outdoor Malecon



**Appendix III** • *Schematic Design 02 Model Details*



The community hall and dining hall



The high school and clinic



Perspective of the complex



Overhead view of the complex



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## Appendix IV

*Final Defense: Presentation Materials*



**Appendix IV** • *May 14th 2010*

- **Presentation Board I**



## Designing for the People of Barahona

architecture as identification of place in order to resolve social and cultural issues within the Dominican Republic



## Appendix IV • May 14th 2010

### • Presentation Board II



Katie Godkin, Andrew Phillip Payne, PH.D., ARCH 709 Architecture Design Studio IX, Spring 2010, Board One of Twelve

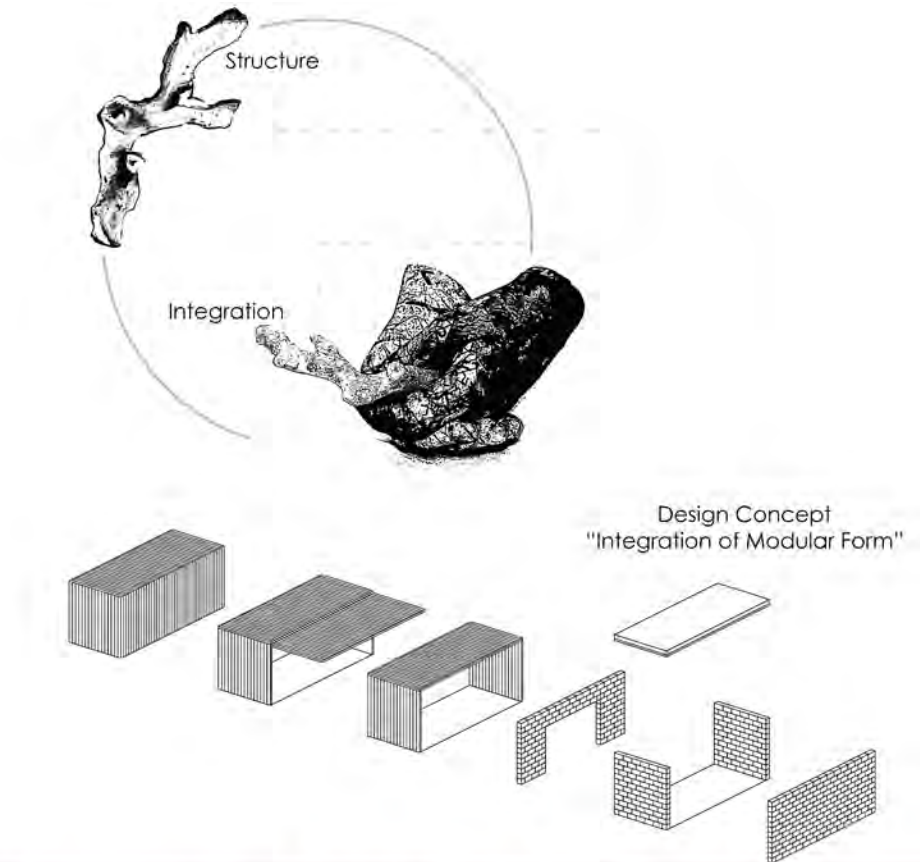
**Appendix IV** • *May 14th 2010*

• **Presentation Board III**



**Appendix IV • May 14th 2010**

• **Presentation Board IV**

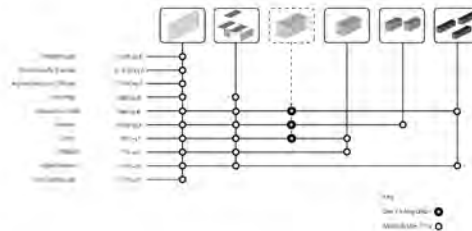


# Design Concept

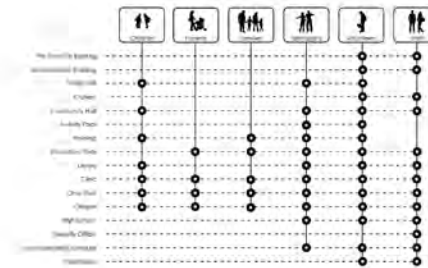
## Appendix IV • May 14th 2010

- **Presentation Board V**

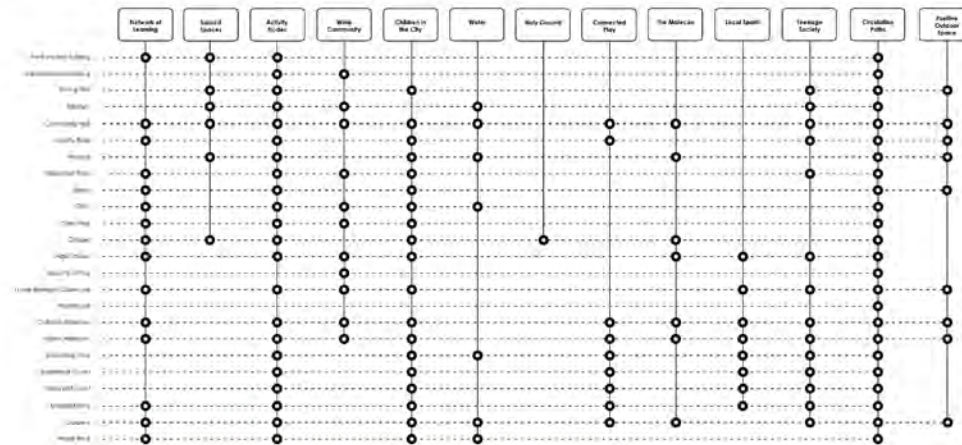
## The Building Design Matrix



## The User Matrix



## The Pattern Language of the Complex



# The Pattern Language

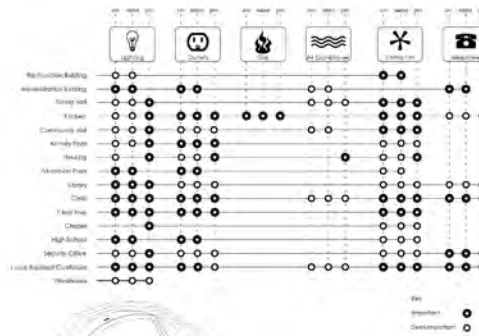
Katie Godkin, Andrew Phillip Payne, PhD, ARCH 709 Architecture Design Studio IX, Spring 2010, Board Four of Twelve



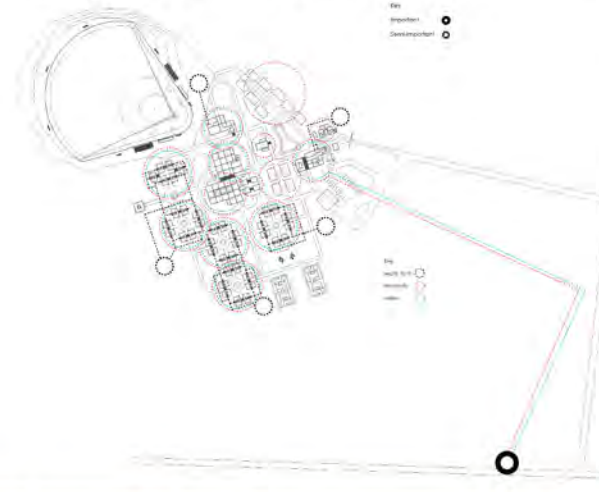
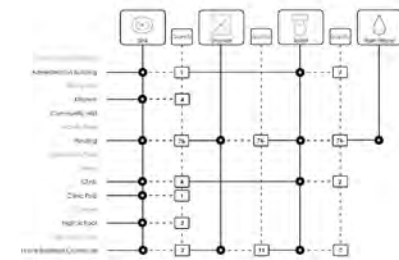
## Appendix IV • May 14th 2010

### • Presentation Board VI

Power Usage Matrix



Water Usage Matrix



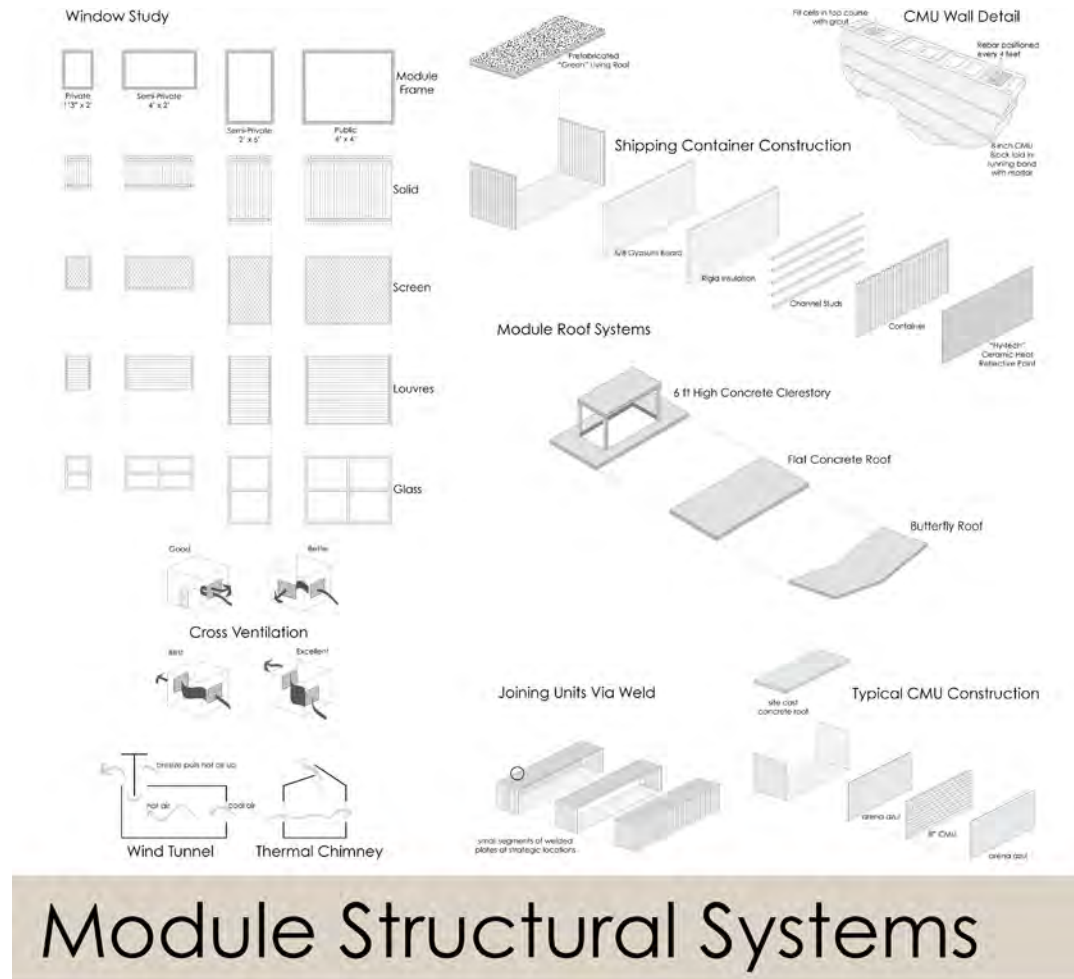
The community complex is designed to operate within a sparse environment and all usages are solely dependent upon itself. The integration of sustainable technology allows for many new changes to occur within the built environment. The collection of rainwater is integrated into the housing units of each house. All bathrooms use a septic tank which is approximately 3 meters squared. Each septic tank will hold approximately 500 gallons. All water and electricity will be connected to the city, which is located upon the road, as seen in the diagram. Water tanks will also be located upon each roof which will allow for daily fresh water pumped in and stored from the city system.

# Site Water and Power



Appendix IV • May 14th 2010

• Presentation Board VII



## Appendix IV • May 14th 2010

### • Presentation Board VIII

The Clinic functions on a daily basis and employs the design of a permanent and moveable form. The larger building houses four private physician rooms that will be open to the public. The module form will be situated upon the site, but at certain times will be moved off site via truck in order to become a unit for disaster response or to be situated within a Batey for a certain amount of time. The integration of this module form into the Bateys will allow for the daily care of many children and adults who currently do not have this care offered to them.

The Clinic and Module



The Office and Pre-Function Building



The beginning of the community complex begins with entry into the central axis pathway. Upon this pathway the user first interacts with the clinic, offices and pre-function building. The offices will be used on a daily basis for the purpose of running 'Children of the Nations' and the pre-function building will provide a large gathering space for volunteer groups to meet and become introduced to the many amazing things and people they will meet whilst within Barahana working with 'Children of the Nations'. This building is symbolic of the entry of the new user to the entire complex.

# The Beginning of the Path

Katie Godkin, Andrew Phillip Payne, PHD., ARCH 709 Architecture Design Studio IX, Spring 2010, Board Seven of Twelve

**Appendix IV • May 14th 2010**

• **Presentation Board IX**



The heart of the community complex lies within the center of the site upon the south-west axis path. It consists of three sectors: the community hall, the dining hall, and the activity pods. The large program for the communal space needed for this complex is carefully divided to provide numerous buildings of different functions, but all relating to the community needs within interior spaces. The community hall provides an indoor outdoor spaces that incorporates the modern interpretation of the Malecon. This hall provides a large open space for many functions for all ages. The roof incorporates a large clerestory allowing natural light and airflow through this large building, but also creating a new form of an indoor environment.



# The Heart of the Complex

## Appendix IV • May 14th 2010

### • Presentation Board X



The library up the site is designed as a permanent building with two moveable modules. The two modules house a small scale library which can be transported on and off site and into the Bateys and Barrios. This library becomes important to 'Children of the Nations' as this programmatic function is currently not available through the organization or within the villages. Both may be removed and placed together to create a larger module library, or each may be removed separately at different times of the years to house a small module library.

The interior of the Library is designed to house a permanent collection of resources and book for the users of the community complex. The entrance opens into an open space which leads back into the book stacks, and finishes within a reading section, which overlooks the greenery outside.



# The Library

Katie Godkin\_ Andrew Phillip Payne, PhD\_ ARCH 709 Architecture Design Studio IX\_ Spring 2010\_ Board Nine of Twelve



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**Appendix IV • May 14th 2010**

• **Presentation Board XI**



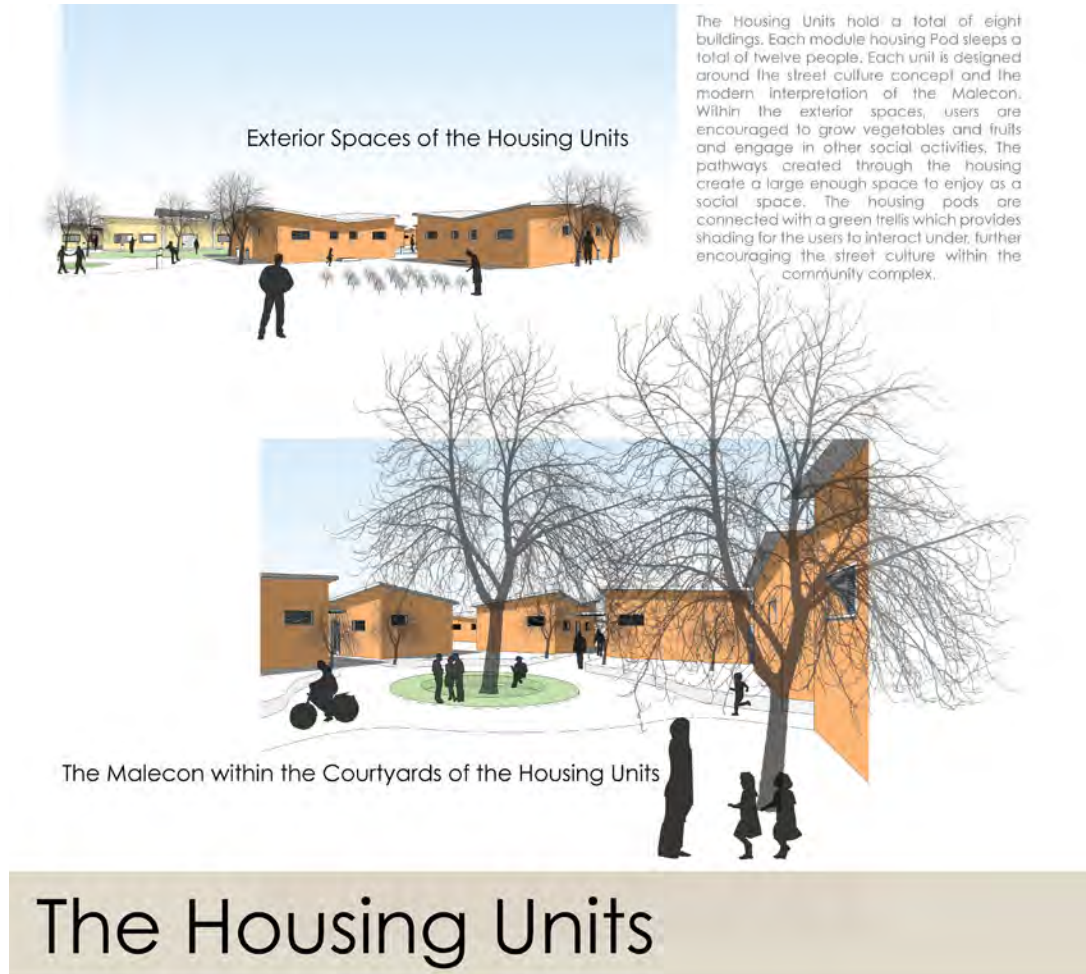
## “I Love Baseball” Home

Katie Godkin, Andrew Phillip Payne, PhD., ARCH 709 Architecture Design Studio IX, Spring 2010, Board Ten of Twelve.

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## Appendix IV • May 14th 2010

### • Presentation Board XII



Katie Godkin Andrew Phillip Payne, PHD., ARCH 709 Architecture Design Studio IX, Spring 2010, Board Eleven of Twelve

**Appendix IV • May 14th 2010**

• **Presentation Board XIII**



Pathway to the Chapel



Interior of the Chapel

The community complex ends at sacred precinct within the large site design. Upon this sacred land is the chapel for the users of the site. This chapel symbolically represents a point of reflection for the user. The pathway upon the site ends at the point, where the user may sit and reflect back on their days or simply enjoy the presence of God. The outdoor indoor space that is designed for this chapel also allows for the users to feel apart of nature and their natural surroundings. Forcing no view but the natural beauty of the site. The use of a clerestory roof represents a centralized light shaft and space for the pastor to preach his audience. This space becomes flexible to the needs of the people upon the site as well as creating a larger outdoor space to hold sermons and daily gatherings upon the reflection lawn. This building represents the end upon the site, but also that every users day begins and ends with the presence of God upon a newfound common ground; the sacred ground of a new neutrality.



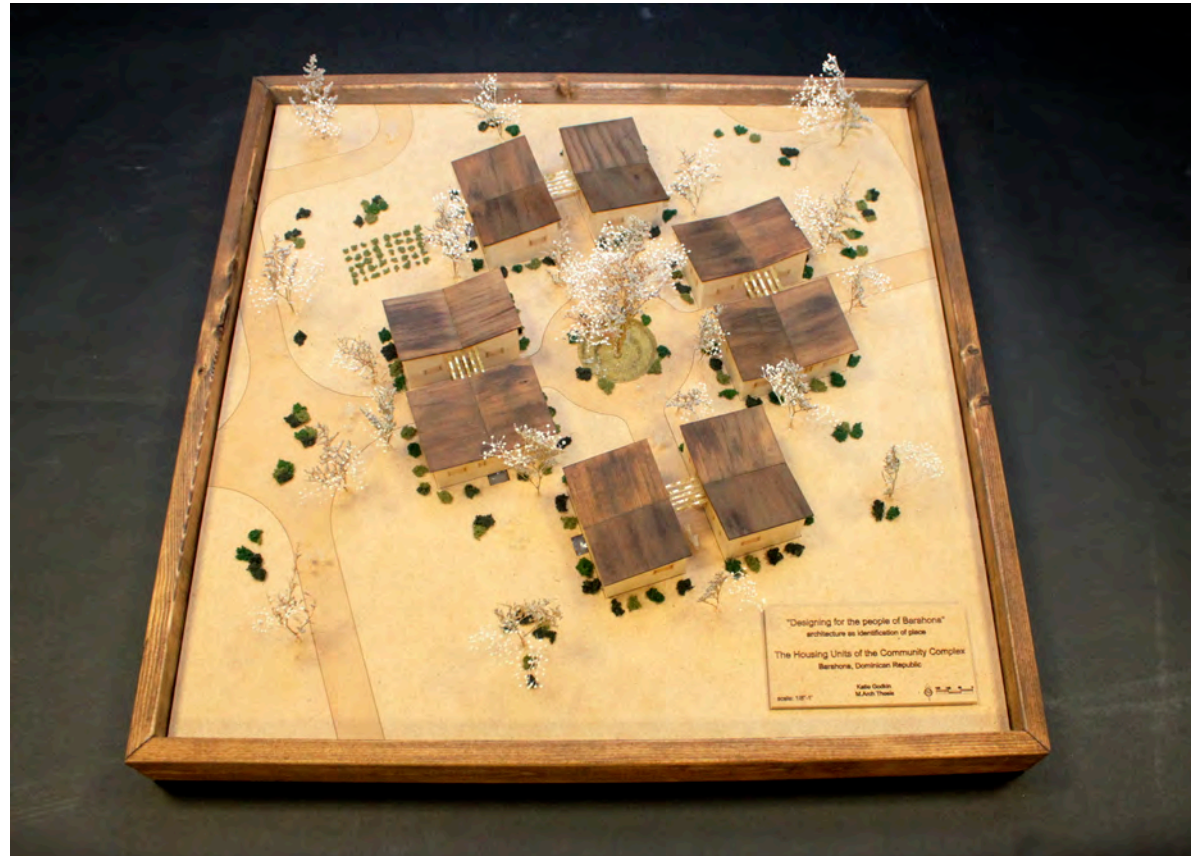
Reflection Lawn

# The Point of Reflection

Katie Godkin, Andrew Phillip Payne, PHD., ARCH 709 Architecture Design Studio IX, Spring 2010, Board Twelve of Twelve

**Appendix IV • *1/8 scale Model***

- **The Housing Units of the Community Complex**





**Appendix IV** • *Housing Unit Model Details*



The Malecon



The housing unit



Garden patch outside the housing unit



Roofs of houses connected by green trellis

# Appendix IV • *Housing Unit Model Details*



The houses



The housing unit



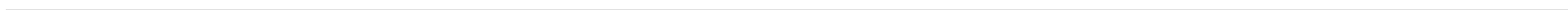
The houses



Butterfly roof

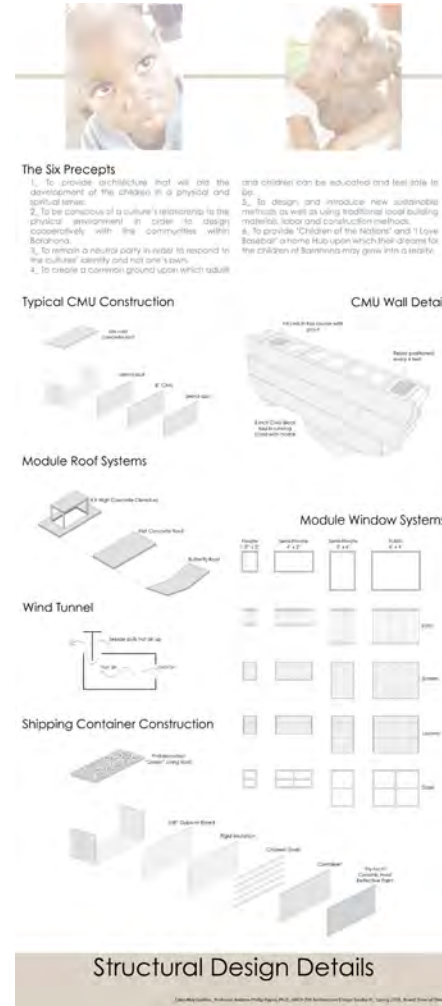
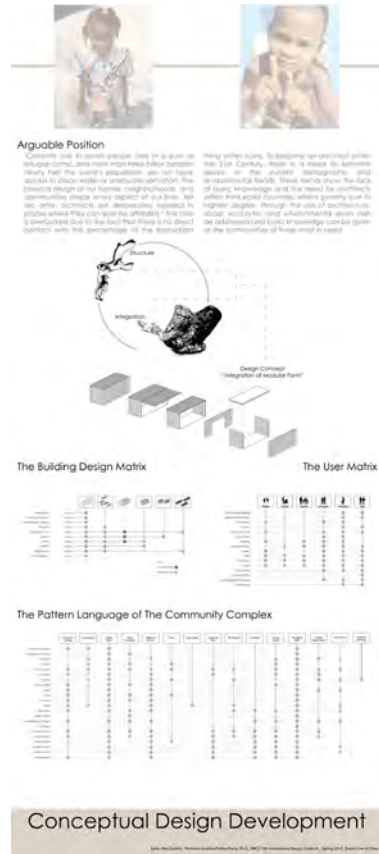


*Final Gallery*



## Appendix V • May 28th 2010

- **Presentation Board I & III**



## Appendix V • May 28th 2010

### • Presentation Board II





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#### Appendix IV • *1/4 scale Model*

- **The Library**





## Appendix V • *Library Model Details*



The back of the Library



The pathway to the Library



Overhead view showing the adjacent Malecon



The library shown with two modules attached at either side

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#### Appendix IV • *1/4 scale Model*

- The Chapel



## Appendix V • *The Chapel Model Details*



The reflection lawn of the Chapel



The pathway leading down to the Chapel entry



The side of the Chapel



The Chapel located at the end of the site axis