Corrections
an architectural investigation
of an ineffective penal system

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an architectural investigation of an ineffective penal system

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To my family, who has supported and provided me with the tools to achieve my endeavors

To the University of Detroit Mercy SOA Class of 2012, what a ride it has been.

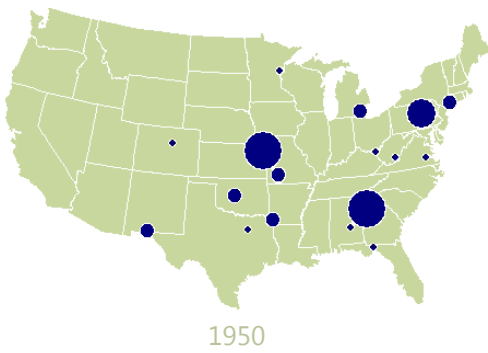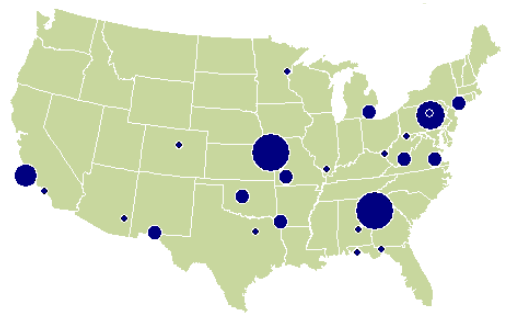# Table of Contents
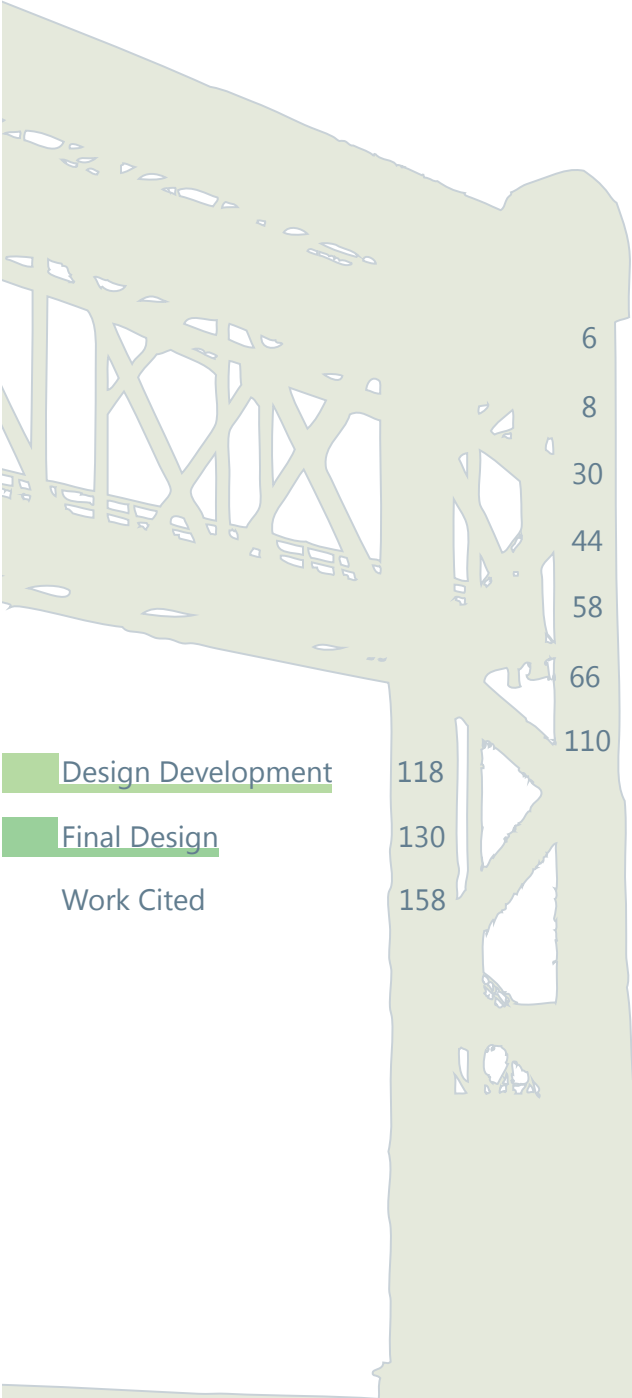
1950   1970

It has been said that the degree of civilization in a society can be judged on how it treats its criminals. In the middle ages, punishments were meant to be as savage as the crimes committed. It was believed that the criminal should endure a "thousand deaths." Over time punishment evolved and more dignity and humanity was given to each criminal. This can be seen with the addition of mourning veils at the gallows and the extensive use of the guillotine. By keeping the criminal anonymous, the crime became faceless and in regards to the guillotine, death was almost instantaneous and merely a pull of a cord. Eventually society progressed to the point where they felt that imprisonment was a more suitable punishment. The loss of wealth and civil liberties became the focus of this punishment. Imprisonment also gave the opportunity to transform the individual and ready him for his return to society. The vehicle for these intentions became the prison.

Prison has always held a certain power over its incarcerated. No significant changes have been made to the first penitentiaries, ignoring building practices. Looking objectively at the prisons' designs since their conception, surveillance and the restriction of movement have been the driving design elements. Rehabilitation has been a crucial part of the penal system since its conception, but has no real bearing on the environments designed. Is the environment we force our incarcerated to endure really cohesive to the transformation we expect? A study done in 2006 showed that within three years of an inmate's release, sixty seven percent are rearrested

Abstract

and of that fifty two percent are re-incarcerated. By these numbers, less than half of the inmates are responding positively to the way our penitentiary system is operating.

Prison reform is not a new idea. The issue that arises is the replacement for our current penal system. What entity or system could take the place of our prisons and deal with our criminals more successfully? In Discipline and Punish, Michel Foucault claims that, "this monotonous critique of the prison always takes one of two directions: either that the prison was insufficiently corrective, and that the penitentiary technique was still in its rudimentary stage; or that in attempting to be corrective it lost its power as punishment, that the true penitentiary technique was rigour, and that prison was a double economic error." By attempting to focus on the rehabilitation of the inmates, the punishment was sacrificed. Foucault's solution to these shortcomings was to return to the fundamental penitentiary techniques that the penal system was created from. He lays out seven universal maxims of the good penitential condition, which outline the necessary requirements to create a successful penitentiary. So the question arises, as designers can we reevaluate these maxims that we have based our penal system on, along with implementing modern technology, and acknowledging societies moral consciousness, create an environment that is more conducive and focuses on the rehabilitation and reintegration of our criminals?
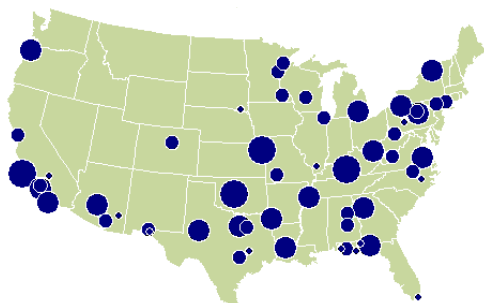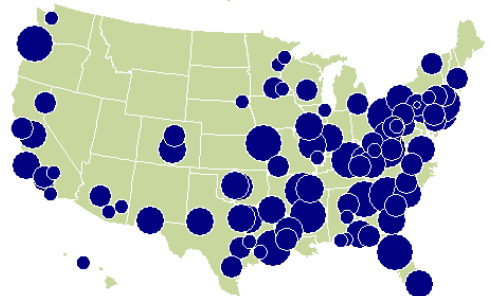
1990   2005

001 THESIS PAPER

"What was at issue was not whether the prison environment was too harsh or too aseptic, too primitive or too efficient, but its very materiality as an instrument and vector of power; it is this whole technology of power over the body and soul..."[1] -Michel Foucault, Discipline and Punish

The prison system in the United States has slowly been gaining more attention from the public, whether it is through prisoner uprisings in the news or late night reality cable shows. Both instances paint a messy picture of living conditions inside prisons and of the penal system itself. There are currently over two million adults within the prison system, the highest percentage in regards to population in the world by far. We have topped the charts because of the rapid increase in the number of inmates since the 1980's. Prison reformers blame the "war on drugs", and claim that society began to punish no longer because the act was wrong, but because they deemed the act illegal. Since this "war" began we have seen a twelvefold increase in non-violent drug offenses. This consistent stream of new offenders has pushed our facilities past their operating capacity. The facilities are overcrowded to the point that there are in some cases three inmates to a cell. This population increase only makes the staff's job more dangerous and stressful. The quality of care obviously slips because of these circumstances and the results can be seen in the recidivism rates.

Within three years of being released from prison, 67.5 percent are rearrested, and over half end up back in prison. The prison's role has been sold to the public as a twofold service; both punitive and rehabilitative. Less than half of all inmates are receiving the desired outcome. The process or mentality we have held dear for so many years has lost its effectiveness. An examination of the current inmate population and the environment we cloister them to, shows that many delinquents have underlying conditions, whether it be drug related or mental disorders. We are very adamant as a society that criminals must be punished, but are we positive that prison is the only correct course of action? The majority of criminals return to society at some point, are we really doing the best we can to help them succeed? The transformation into an active member of society-finding their niche-is advantageous for both the prisoner and society. Is the cold, sterile environment behind all the barbed wire and fences really the best possible place to ready an individual to return to society? Is it possible to design a facility that focuses on the rehabilitation of criminals but still call itself a prison? How can we use improved juvenile detention centers to better rehabilitate and ready the individual for their return to society?

How and why we punish members of society has had a colorful path, directly relating to society's mentality at any given time. Foucault, in Discipline and Punish, argues that early punishment was strictly imposed on the body [2]. In biblical times, one form of punishment that was used heavily was banishment or exile; the act of being cut off or sent away from one's home, with the understanding that death would occur upon their return. One of the earliest references to this being Adam and Eve and their banishment from the Garden of Eden. A supposedly less developed civilization, while having many methods of punishment, chose to cast the individual everything they knew. Is this so different than the current use of our modern day prison? During this time of antiquity, punishment and torture were synonymous. Ancient Greece (800-480 BC), although civilized, had many forms of punishment or execution. Most notably would be the brazen bull. The condemned were locked inside a hollow
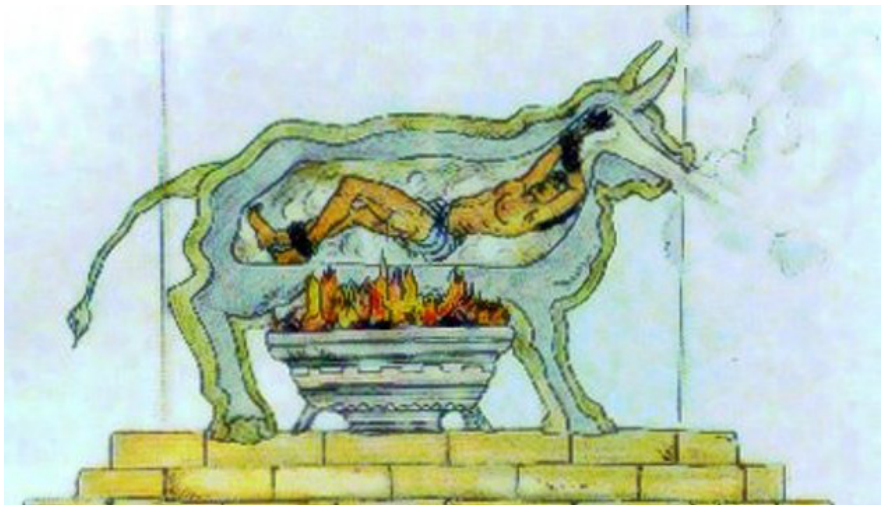
bronze bull and a fire was set underneath it. Eventually the metal became so hot that the individual roasted to death. The head of the bull was designed in such a way to convert the screams of the person into sounds of a bellowing, infuriated bull. The Greco-Roman world had a myriad of torture methods in their arsenal, ranging from stoning, lashing, to one of the oldest vehicles of capital punishment: crucifixion. Medieval torture, through its public spectacles, was meant to deter people from committing the same crimes. It was cruel and meant to be as painful as possible in some cases.

As society progressed, many people began to vocalize against the grotesque methods. The introduction of the guillotine and gallows soon followed; death remained visible, but became almost an instantaneous event. There was no longer an executioner but rather the push of a button; eventually the addition of the black mourning veil left the criminal anonymous. Eventually punishment was completely separated from the physical body; it was decided that less pain, more akindness, more humanity was the route to take. This was the critical shifting point from punishing the body, to punishing the soul [3]." The guillotine takes life almost without touching the body, just as prison deprives of liberty or a fine reduces wealth [4]."


The new mode of punishment was incarceration. The underlying thought was that the person was held as security. If they were completely removed from society there was no chance of committing crimes. In the beginning, imprisonment consisted of complete idleness. No tasks, no requirements, pure incapacitation. Society cried for some type of ideology or

thoughtful reasons to base this punishment on. Many different models stemmed from this outcry; each having its own unique pedagogical underpinnings. The two main American responses were the Auburn and Philadelphia models.

Advocates of the Auburn model claimed their facility mirrored society[5]. Work and meals were done as a collective; the rest of the time was spent in solitary cells. Absolute silence was kept at all times. The experience was meant to force inner reflection, but still allow some social contact. There was an acknowledgement that we are social beings, and that we need to be rehabilitated socially. The Philadelphia model held true to strict solitary confinement as a means of rehabilitation. It became a purely personal, contemplative experience, meant to awaken a change from within. The individual was left alone with just their innermost thoughts to work through their problems. These two models, although being very different became the foundation for all prisons to follow in America. Many other models were abandoned or consolidated overtime, but these two were continuously re-examined and transformed [6]. The architectural features of these facilities focused on surveillance and the restriction of movement. The facilities were cold, barren giants through which punishment was administered. The design reflected the power the system held over these individuals.

The most notable implementation of this power over another was the Panopticon, designed by Jeremy Bentham. It was designed to create "a state of conscious and permanent visibility that assures the automatic functioning of power [7]." Each cell was completely isolated, while also being completely visible to the central guard post. This conceptual design was a pure attempt at surveillance, and many facilities to this day have panoptic influence. No matter the design, one thing was sure; prison became the clearest, simplest, and most equitable of penalties; the only variable being the amount of time [8].
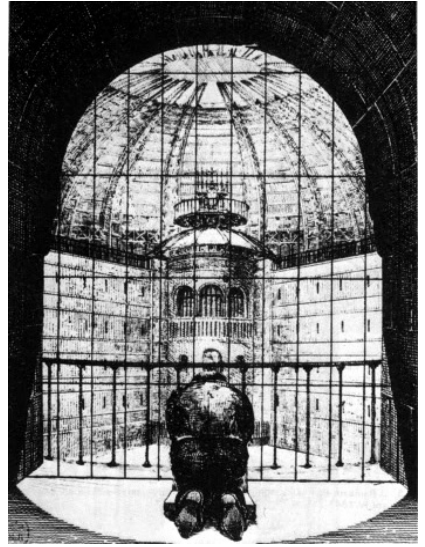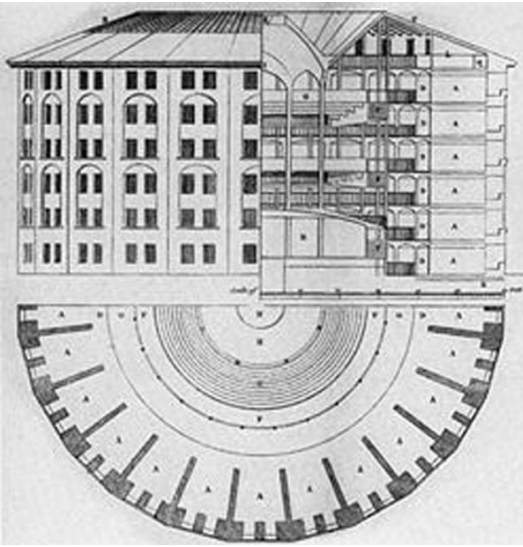
"The prison was not at first a deprivation of liberty to which a technical function of correction was later added; it was from the outset a form of 'legal detention' entrusted with an additional corrective task, or an enterprise for reforming individuals that the deprivation of liberty allowed to function in the legal system [9]."
-Michel Foucault, Discipline and Punish

There have always been arguments against prison, for a multitude of reasons. One main criticism is that imprisonment is incapable of corresponding to the specificity of crimes [10]. Foucault uses the metaphor of a doctor; if three people went to a physician because of three distinct illnesses, would the doctor prescribe the same method of treatment for all three ailments? There is a lack in individuality in sentencing. Foucault goes on to describe three types of convicts, each being inherently different and in need of different environments. The three convict types are the above average intelligence persons who became perverted in their judgment, vicious stupid convicts that have been led into evil by indifference or laziness, and finally the inept or incapable [11].

Reformers have always been calling for a reexamination of the system, but no one can seem to replace it [12]. The prison has always formed part of an active field in which projects, improvements, experiments, theoretical statements, personal evidence and investigations have proliferated. Foucault discusses five major critiques which have been "repeated almost unchanged."

1. Detention causes recidivism- prisons are producing delinquents not "corrected individuals"
2. Prisons produce delinquents "by the very conditions imposed upon inmates"
3. Prisons bring together delinquents, who then collaborate with one another
4. Ex-convict status and the markings and surveillance that come with it promotes recidivism.

5. "The prison indirectly produces delinquents by throwing the in mate's family into destitution" [13].

The explanation to all these critiques was either that the corrective measures were in a rudimentary stage and need more time for development, or that these corrective measures detract from the ability to punish. Meaning that prisons were unsuccessful because we haven't fully figured out the correct way of going about creating this transformation, or that in an attempt to make this change, it is no longer punishment. This cyclical argument has gone on for long enough. "For a century and a half the prison had always been offered as its own remedy" [14]. We, as a society, have always offered a complete overhaul of the penal system as the answer. Foucault claims that in the attempt to return to the fundamental principles of our prison system, the same seven points are consistently raised; which he coined the seven universal maxims of the good penitential condition. So with the understanding that these seven ideas have always been the starting point, it only seemed reasonable that they become the foundation of all future research.
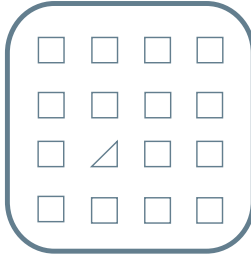
- Principle of Correction
- Principle of the Modulation of Penalties
- Principle of Classification
- Principle of Penitentiary Education
- Principle of Work as Obligation and Right
- Principle of the Technical Supervision of Detention
- Principle of Auxiliary Institutions

The maxims cover a broad spectrum of issues; ranging from qualified technical supervision to the work as an obligation and right. None of these maxims discusses the actual environment. The method of implementation is completely left to the reader. The seven principles as a whole encompass many positive aspects. In an attempt to relate these directly to the idea of rehabilitation, it may be possible to add two contemporary maxims to Foucault's original 7: Community and Mentorship.

As it currently stands, the prison environment is very compartmentalized either for efficiency or security. The current mentality is that it is the prison guards versus the inmates in an unending battle for power or superiority. The maxim of community stems from these findings. The mentality should be that rehabilitation takes a group effort, only achieved if both the inmates and the staff work towards a common goal. The second added maxim is that of mentorship. The vehicle of respect in prison is the amount of time an inmate has served. The best person for a new inmate to trust and learn from is someone who has been in their shoes. The goal of this last maxim is to allow for the inmates to take an active role in their own and each other's rehabilitation.

Principle of Transformation

Principle of the Modulation of Penalties
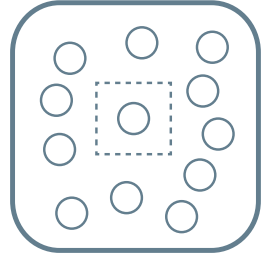
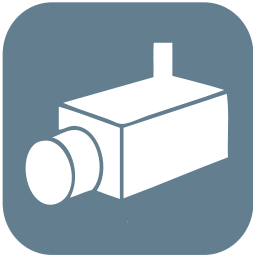Principle of Classification

Principle of Penitentiary Education

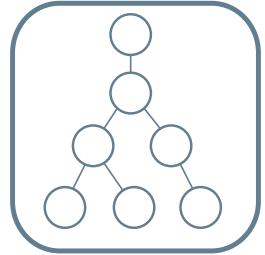

Principle of Work as an Obligation and Right

Principle of Technical
Supervision of Detention

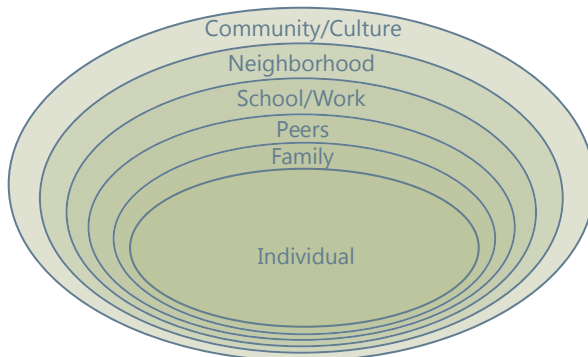Principle of Auxillary Institutions

Principle of Community

Principle of Mentorship

"The most striking fact about the correctional apparatus today is that, although the rehabilitation of criminals is presumably its major purpose, the custody of criminals is actually its major task…What this emphasis on custody means in practice is that the enormous potential of the correctional apparatus for making creative decisions about its treatment of convicts is largely unfulfilled [15]."
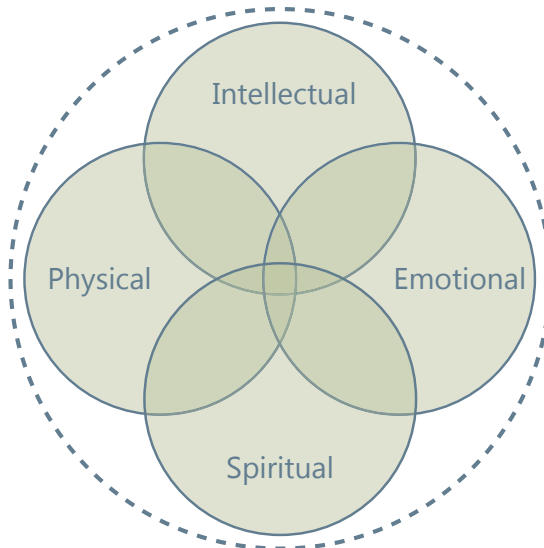-President's crime commission 1967

Elliot Currie is a professor of criminology, law, and sociology at the University of California Irvine. In his book; Crime and Punishment in America, Currie advocates for crime prevention as a method to fixing the prison system. His view is that mass incarceration has been an experiment that has proved to be ineffective. Our mentality has been to react to crime after the fact, choosing to ignore the potential of preventing crime. Currie's strategy involves investing in rehabilitation, rethinking sentencing, and reducing violence in the community through more effective police strategies [16]. He acknowledges that the public is immediately opposed to anything that seems to "coddle" criminals, but it is necessary to pinpoint strategies that work. It is time that we move beyond the question of if rehabilitation works, and focus on what specifically works and why it works.

Community/Culture
Neighborhood
School/Work
Peers
Family

Individual

Multisystemic Therapy
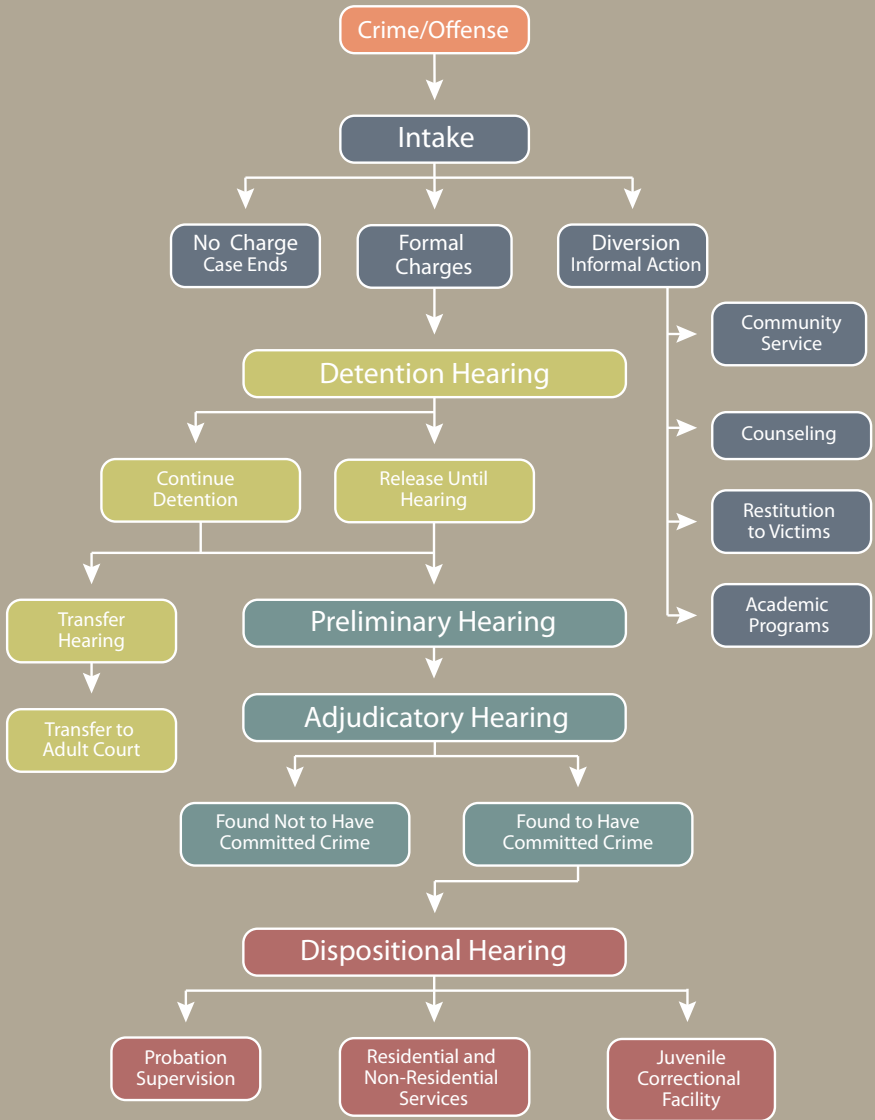
Reform ⟶ Retribution ⟶ Incapacitation

Recent research shows that a comprehensive or holistic strategy provides the best results for rehabilitating prisoners [17]. These programs are highly individualized and hands on with the offenders. First it is important to understand that these individuals are embedded in many interconnected systems that have shaped who they are. The community in which they reside, their friends and family, all have a strong effect and for any long lasting change to occur, the rehabilitation must intervene on many levels. Another name for this concept is multi-systemic therapy. All the positive steps taken at an institution can be undermined when the individual returns to the environment where they committed the crime in the first place. Improving the individual's family life or their community as a whole will reinforce their own personal change. Programs

Intellectual

Physical

Emotional

Spiritual

Holistic Approach

Juvenile Justice System Mapping of Events

Crime/Offense

↓

Intake

- **No Charge Case Ends**
- **Formal Charges**
- **Diversion Informal Action**
  - → Community Service
  - → Counseling
  - → Restitution to Victims
  - → Academic Programs

Detention Hearing

- **Continue Detention**
- **Release Until Hearing**

Transfer Hearing

Transfer to Adult Court

Preliminary Hearing

↓

Adjudicatory Hearing

- **Found Not to Have Committed Crime**
- **Found to Have Committed Crime**

↓

Dispositional Hearing

- **Probation Supervision**
- **Residential and Non-Residential Services**
- **Juvenile Correctional Facility**

Thesis Paper

that implement these strategies force the offenders to change their ways or to do their part to confront and overcome the problems that brought them into prison in the first place [18].

Another crime prevention strategy Currie discusses deals with targeting youth. The rationale being that if we teach children the wrong in their ways, crime will decline as they age. The main focus would obviously be on the juvenile offenders, but this strategy would also strive to prevent child abuse and neglect, and even enhance children's intellectual and social development [19]. Intervening on a child's life creates a longer lasting effect when compared to an adult. A serious commitment to rehabilitation represents a kind of contract between juveniles and society. By putting them on the right path at an early age, we are investing in the future.

It was necessary to analyze a handful of these alternative programs, in an attempt to pinpoint what specific attributes of each works and how each could be achieved or enhanced by its architecture. These programs were judged not only on how well they fulfilled the nine maxims, but also by the methods and ideology through which a change was thought to occur. Programs were broken down to their targeted age group, but also what type of offenders it was geared towards, i.e. violent, nonviolent, repeat offenders, etc. It was crucial to attempt to understand the ideology and method used to enact this change, and if they were actually successful. Some focused on developing the skills and confidence of the individual, while others attempted to connect them with programs and agencies at their disposal. Some were purely individualized; while others integrated the family and community into the process. The programs ranged from accepted alternatives to incarceration in the juvenile justice system such as community service or boot camp, to more experimental options such as the cognitive skills and the detention diversion advocacy programs. Each program had specifics that made them successful, but also had some inherent flaws that would need to be addressed.

Some positive generalizations that can be made would be that overall, each of the alternative programs allocated much more time and effort on a case by case basis. In some data collected, the patient's contact with an aid or caseworker was eight times greater in the alternative programs. Most programs had some type of aftercare or supervision when completed. Many attempted to use or at least make the juvenile aware of all the services offered by communities. These agencies seemed to be integral parts of their process, ranging from personal and family counseling, drug rehab, etc. Some sought an active role for the parents to take on, knowing that they would most likely be present after the programs completion. Programs that worked in sight of the community had received a more positive response. One case study went a completely unique path and taught the juveniles how to build boats. This was accompanied by hands on math and science classes. The focus was on teaching skills necessary to find a meaningful position in the workforce. The epitome of crime prevention is created by the passing on of a skill that can be used for a lifetime.

All the programs researched had their own shortcomings. One major problem was the inconsistency of aftercare. It was easy to see a change while at the program; the real test began when the individuals went back to their daily life. By setting up a structured aftercare program the shift doesn't seem so drastic. Many times there was no strict criteria in place to determine the appropriate type of youth being targeted; some programs would only take high risk individuals (DDAP), while others

Occupancy
Current Juvenile Facility
Capacities and Populations

150

100

50

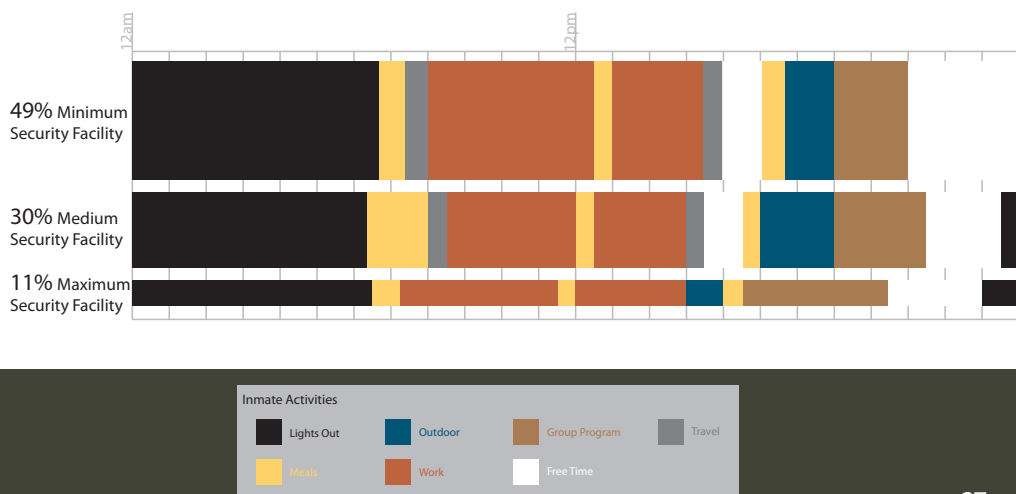Designed Bed Capacity

Actual Current Population
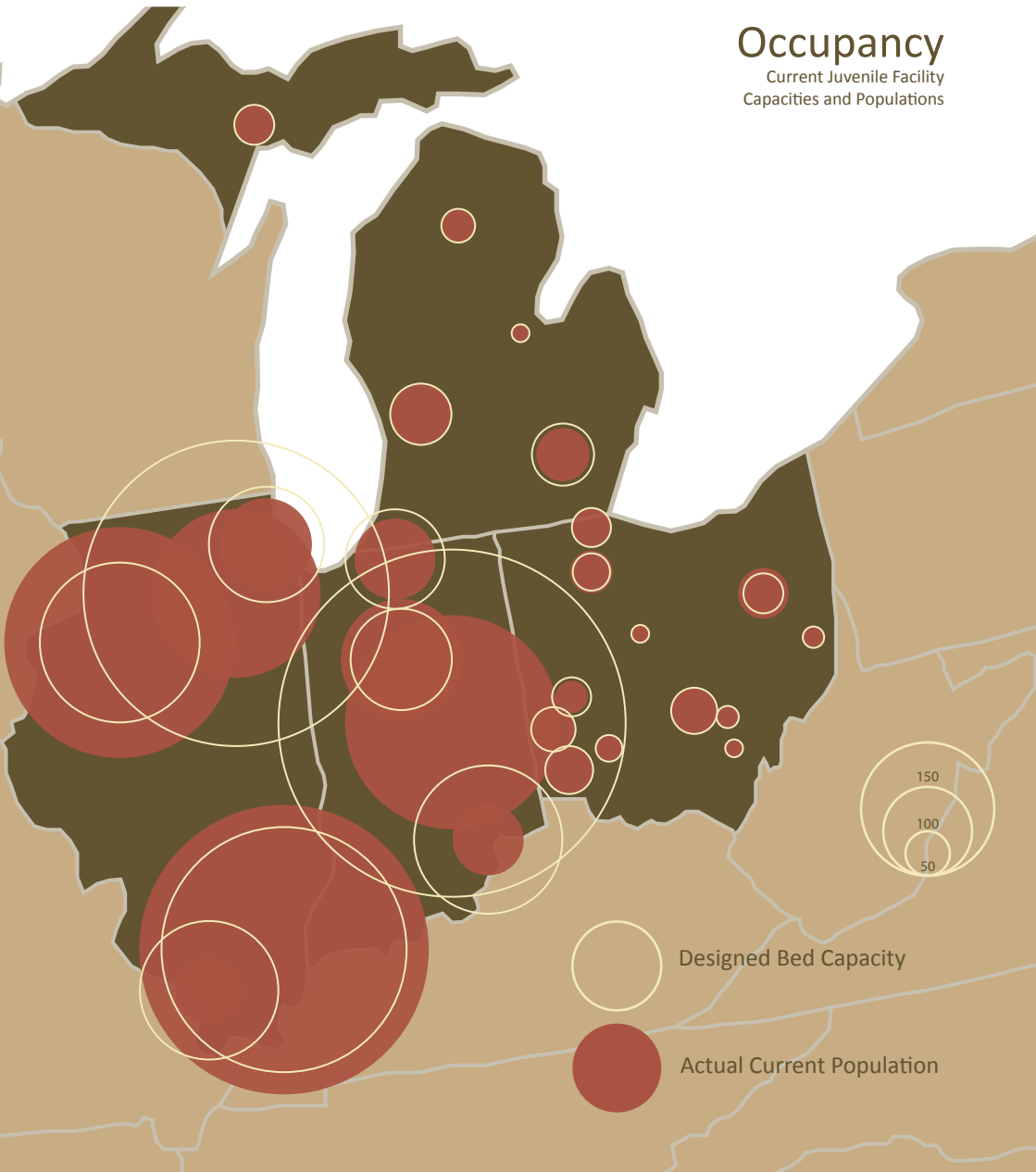
would take almost anyone (community service). Staff qualification was an important factor that needed addressing. The broad range of staff members and the role they played was astounding. These individuals become more than just instructors, in some cases they become mentors; one of the most reliable figures in a youth's life.

Synthesizing all the case study data, while keeping in mind the maxims and multi-systemic therapy principles, began the process of

The Daily Grind
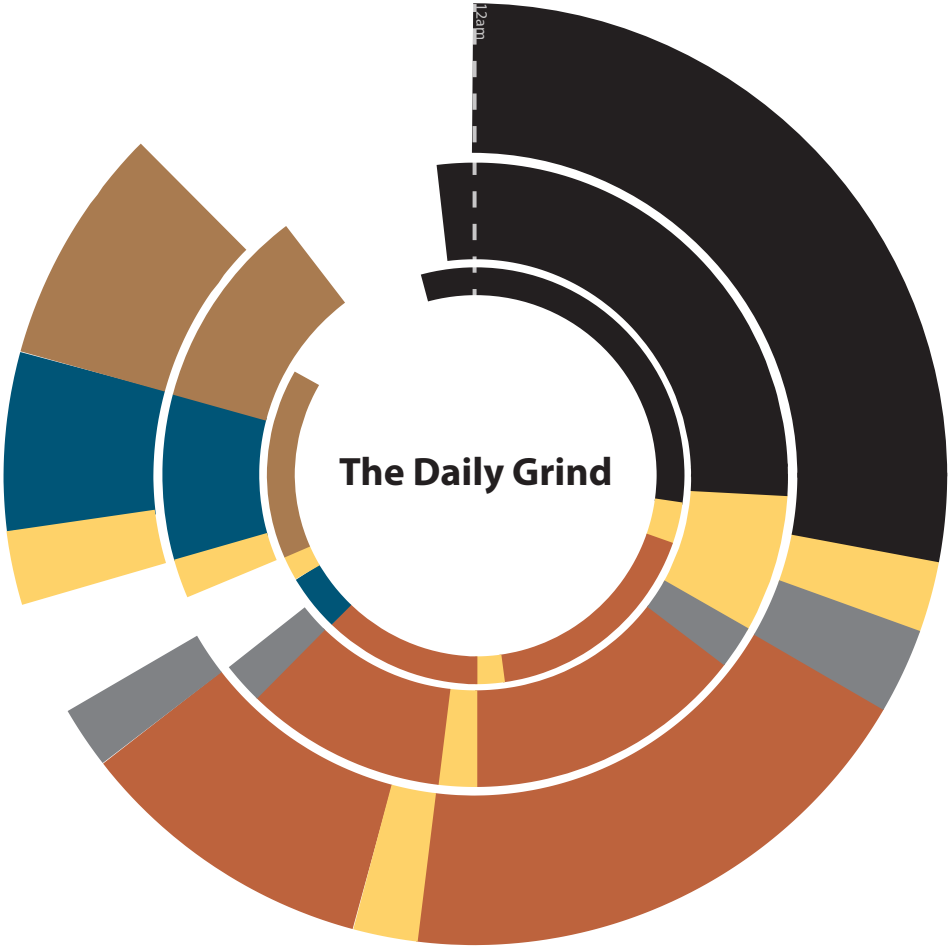
constructing the programmatic features of the architectural intervention. A multifaceted, holistic approach that integrated not only the individual's family, but also the community was absolute. It was clear that the site needed to be in close proximity to a community that had the resources to support the juvenile's needs. The majority of prisons in the United States are located in rural areas. At surface level this makes sense from many angles. Rural regions are perfect when focusing on security because of the low population density and vacant land. Prisons are able to expand to nearly an endless scale. Some prisons become a staple employer in small towns. One town in particular, Ionia Michigan, has five different state penitentiaries within the city. Are there no advantages to an urban environment for prisons? Public transportation would make visitation much easier, and put less of a strain on the family. Not to mention the legal community and court systems are much closer. "Is it more sensible to build unmanageable monoliths…or to build smaller house blocks in which conditions are more appropriate to educating them for living life in the 21st century obtain, on the lines of some of the existing probation and bail hostels" [20].-Elliott Currie, Crime and Punishment in America

How the facility itself is recognized and experienced, not only by the individual but the community as well, became the next factor to resolve. What design principles can be implemented to reimagine what a juvenile facility needs to be? What design elements can reinforce the concept of rehabilitation?

49% Minimum Security Facility

30% Medium Security Facility

11% Maximum Security Facility

Inmate Activities

- Lights Out
- Outdoor
- Group Program
- Travel
- Meals
- Work
- Free Time

"A tendency on the part of politicians and the public to give a low priority to prison design and construction, and a residual notion that squalor and danger contribute to the deterrent and retributive properties of imprisonment, mean that prison and jail conditions will probably never cease to pose problems for public administration, and will feature in recurrent cycles of scandal, reformation, and neglect"[21]. –Leslie Fairweather, Prison Architecture: policy, design, and experience.

The prison's environmental perception is directly affected by its design. The current trend in prison design can best be described as indifferent. Efficiency, economy, security, and control dictate uniformity in design and provison [23].They are cold, sterile environments, functioning solely to corral delinquents. Design wise, there is nothing more vital or basic than the cell in which he or she is to be confined [24]. Key design decisions can greatly affect the experience of the space. Overcrowding the cells creates a lack of privacy and the reduced personal territory creates high stress situations. The noise level is one of the biggest complaints from prisoners. The use of high durability, hard surfaces over softer, absorbent materials creates a constant buzz. The fenestration becomes a necessity for the visual bridge to the outside world. Consideration has to be given to the amount of natural light provided as well as the views in and out. How permeable is the perimeter visually to the community? There are obvious design attributes for safety purposes, such as increased visibility- no hidden bends or obstructed views.

There are a couple areas of high concern. One of the most stressful times for an inmate is first arrival and intake. This is the first experience they have to base all their judgment on. Obviously the entrances to the building need consideration, but one key place sometimes overlooked is the visitation area. How are the inmates being presented to their loved ones? What is the perception of the prison and their level or care from the families' point of view?

"It has been the belief of our civilization that exposure to beauty improves us and ugliness will tend to degrade. It should follow that we should strive for beauty in our prisons-perhaps above all, for we have fellow beings manifesting in need of restoration or improvement. Should the punishment and repression of crime lead us to a penal aesthetic? Should ugliness, vulgarity- or mere indifference- be part of punishment?" [22]. –Leslie Fairweather, Prison Architecture: policy, design, and experience.

Endnotes

1 Michel Foucault, Discipline and Punish: The Birth of the Prison. (New York: Vintage Books, 1995), 30.

2 Foucault, 16.

3 Foucault, 16.

4 Foucault, 13.

5 Foucault, 238.

6 Foucault, 239.

7 Foucault, 201.

8 Foucault, 232.

9 Foucault, 233.

10 Foucault, 114.

11 Foucault, 253-4.

12 Foucault, 232.

13 Foucault, 265.

14 Foucault, 268.

15 Elliott Currie, Crime and Punishment in America. (New York: Metropolitan Books, 1998), 164 .

16 Currie, 163.

17 Currie, 178.

18 Currie, 172.

19 Currie, 81.

20 Currie, 86.

21 Leslie, Fairweather, Prison architecture : policy, design, and experience.(Oxford Boston: Architectural Press, 2000), 11.

22 Fairweather, 11.

23 Fairweather, 11.

24 Fairweather, 30.

002 THE MAXIMS

Principle of Correction

TRANSFORMATION

Penal detention must have as its essential function the transformation of the individual's behavior: 'The reform of the convict as the principal aim of the penalty is a sacred principle whose formal appearance in the domain of science and above all in that of legislation is quite recent' ('Congres penitentiaire de Bruxelles', 1847). And the Amor commission, of May 1945, faithfully repeats: 'The penalty that deprives of liberty has as its essential aim the reformation and social rehabilitation of the convict.' *The principle of correction.*

Experience begins dark but as it progresses more is revealed. Volume increases, facade gives way.
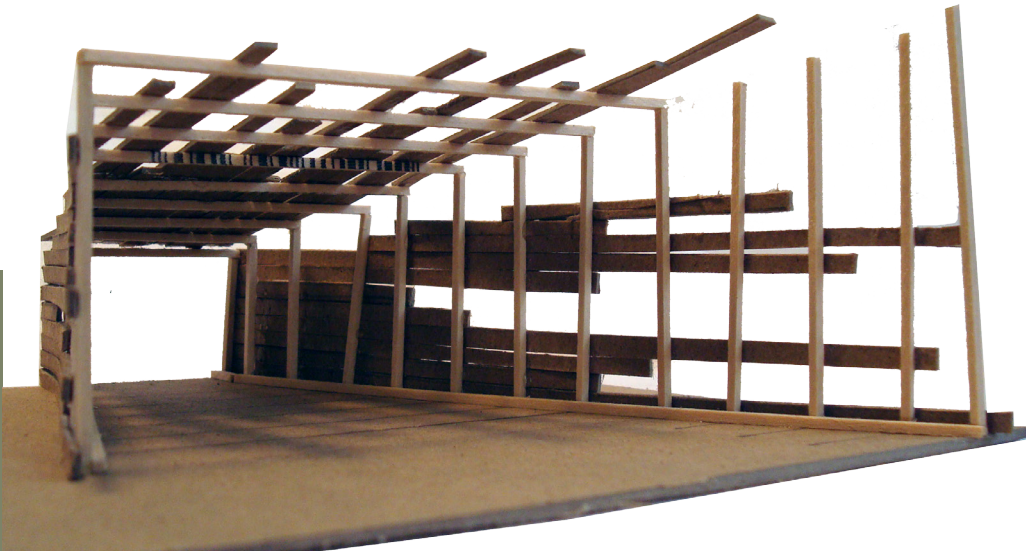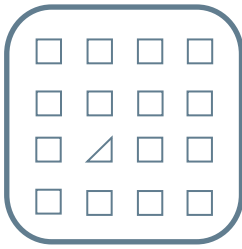
Principle of the Modulation of Penalties

INDIVIDUALITY

It must be possible to alter the penalties according to the individuality of the convicts, the results that have been obtained, progress or relapses. 'Since the principal aim of the penalty is the reform of the convict, it is desirable that any convict whose moral regeneration is sufficiently assured should be set free' (Lucas, 1838) 1945: A progressive regime is applied...with a view to adapting the treatment of the prisoner to his attitude and to his degree of improvement. This regime stretches from solitary confinement to semi-liberty...The benefit of parole is extended to all penalties involving a term of imprisonment.' *The principle of the modulation of penalties.*

Given a hodge podge of entities, it is possible to find common threads between them. By expanding this to multiple layers a smaller, more accurate grouping occurs.
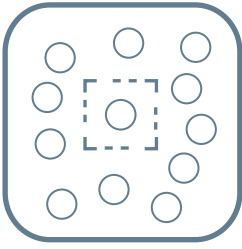
ISOLATION

Convicts must be isolated or at least distributed according to the penal gravity of their act, but above all according to age, mental attitude, the technique of correction to be used, the stages of their transformation. 'One must take into account, in using methods for altering the great physical and moral differences to be found in the characters of convicts, their degree of perversity, the unequal opportunities for correction that they may offer' (February, 1850). 1945: 'The distribution in the penitentiary establishments of individuals serving a light sentence of up to one year is based on sex, personality, and the degree of perversion of the delinquent.' *The principle of classification.*

Is it possible to create multiple layers of small barriers that could take the place of one large wall?

Principle of Penitentiary Education

INSTRUCTION

The education of the prisoner is for the authorities both an indispensable precaution in the interests of society and an obligation to the prisoner. 'Education alone may serve as a penitentiary instrument. The question of penitentiary imprisonment is a question of education' (Lucas, 1838). 1945: 'The treatment meted out to the prisoner, outside any corrupting promiscuity...must be directed principally, to his general and professional instruction and to his improvement.' *The principle of penitentiary education.*
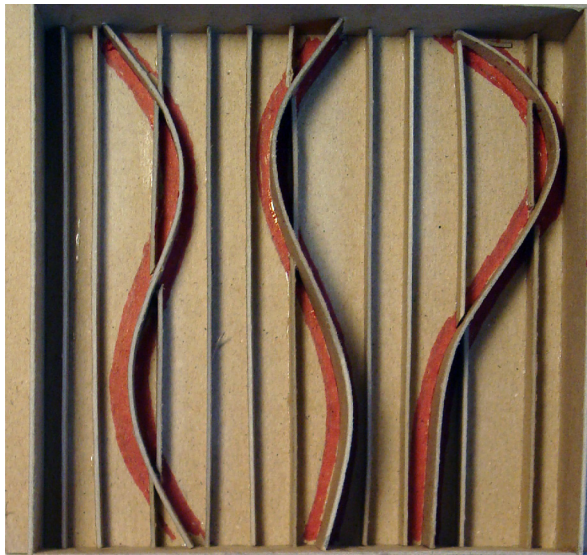
Take the prescribed path instead of following the crowd.

Principle of the Work as Obligation and Right

LABOUR

Work must be one of the essential elements in the transformation and progressive socialization of convicts. Penal labour 'must not be regarded as the complement and as it were an aggravation of the penalty, but as a mitigation, of which it is no longer possible to deprive the prisoner'. It must enable him to learn or practice a trade, and to provide the prisoner and his family with a source of income (Ducpetiaux, 1857). 1945: 'Every common-law prisoner is obliged to work...No prisoner may be forced to remain unoccupied.' *The principle of work as obligation and right.*
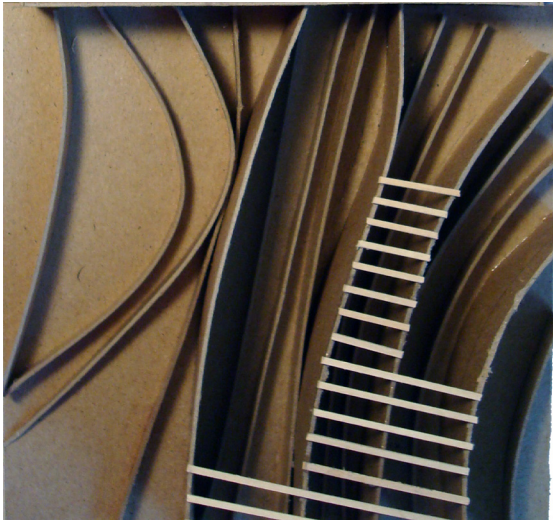
As these paths deviate, the few who team up and work together rise the fastest.

Principle of Technical Supervision of Detention

SUPERVISION

The prison regime must, at least in part, be supervised and administered by a specialized staff possessing the moral qualities and technical abilities required of educators. In 1850, on the subject of prison medicine, Ferrus remarked: 'It is a useful addition to all forms of imprisonment…no one could possess more intimately than a physician the trust of the prisoners, know their characters better, influence their mental attitudes more effectively , while relieving their physical ills and, by this means, reprimand or encourage as he thinks fit.' 1945: 'In every penitentiary establishment, there functions a social and medico-psychological service.' *The principle of the technical supervision of detention.*
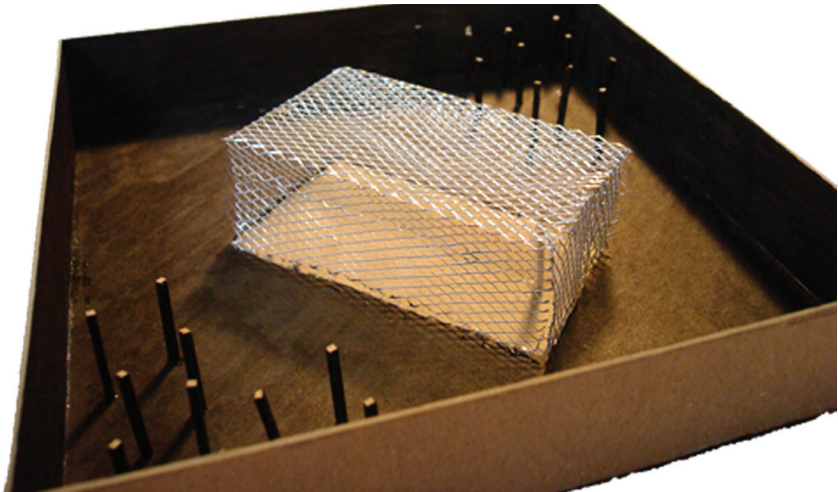
There are more subtle ways of supervision that provide better and different kinds of data.
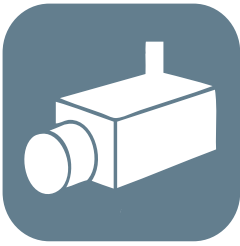
Principle of Auxillary Institutions

ASSISTANCE

Imprisonment must be followed by measures of supervision and assistance until the rehabilitation of the former prisoner is complete. Not only must he be placed under surveillance on leaving prison, 'but he must be given help and support' (Boulet and Benquot at the Chambre de Paris). 1945: 'Assistance is given to prisoners during and after imprisonment with a view of facilitating their rehabilitation.' *The principle of auxiliary institutions.*
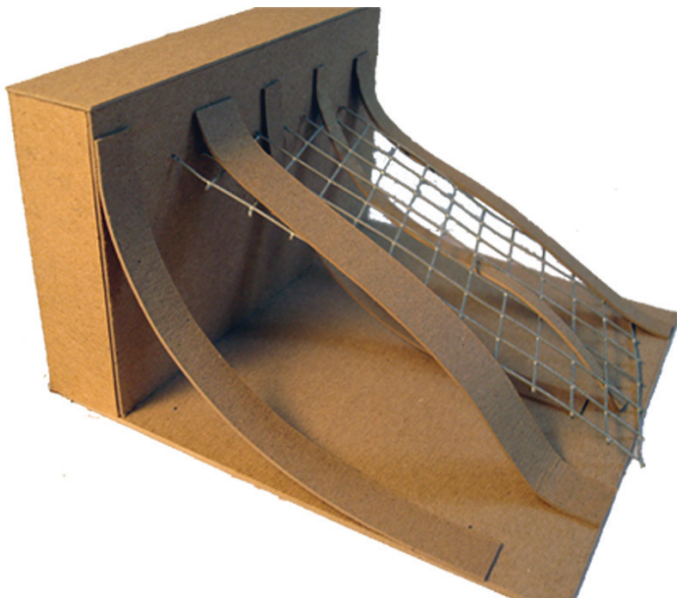
As the prescribed time ends, there needs to be a safety net to catch people who fall.

Principle of Community

COLLECTIVE

      Current penal institutions have a compartmentalized design on many levels. By creating a less restrictive environment inside penitentiaries, the disconnect between staff and inmate might not be so pronounced. Rehabilitation will occur in a more social atmosphere, inmates and staff working together toward a common goal. Eventually the surrounding community might take part in the process.
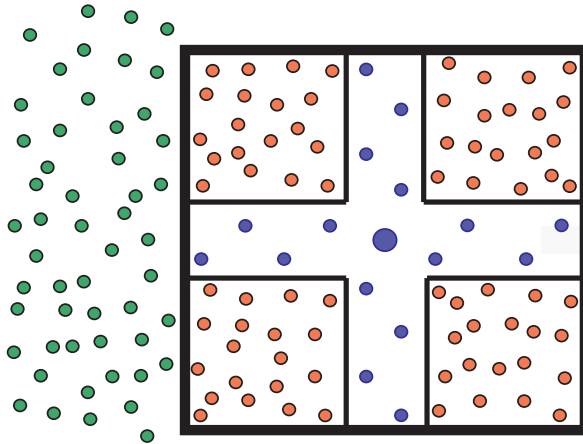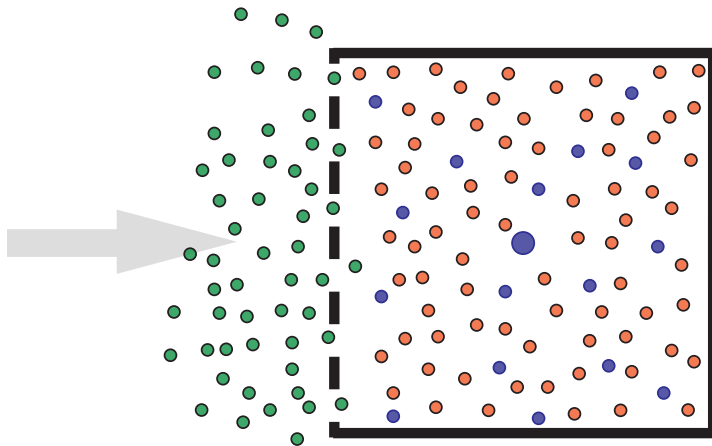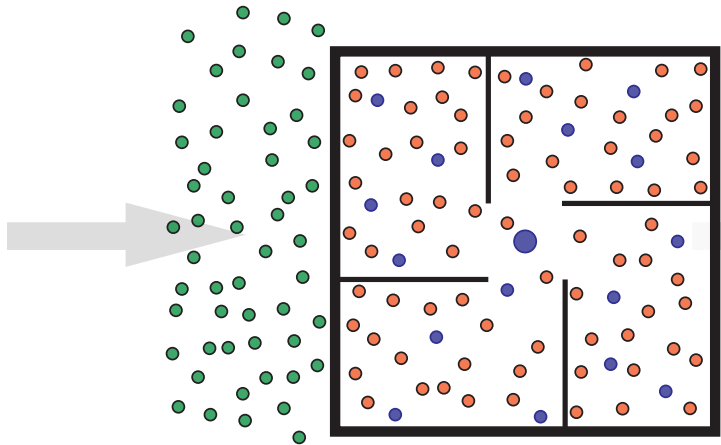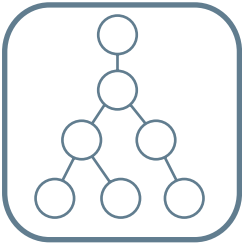
Principle of Mentorship

HIERARCHY

Time spent inside the penal institution is the vehicle of respect. Inmates cycle in and out of the system frequently, so there is a constant shift of knowledge. It is critical for a newly entering inmate to make a connection with someone who can ease their entrance to the new society. Other inmates will be much more approachable then the staff in this regard. A hierarchy of trust can eventually bridge the gap between staff and inmates.
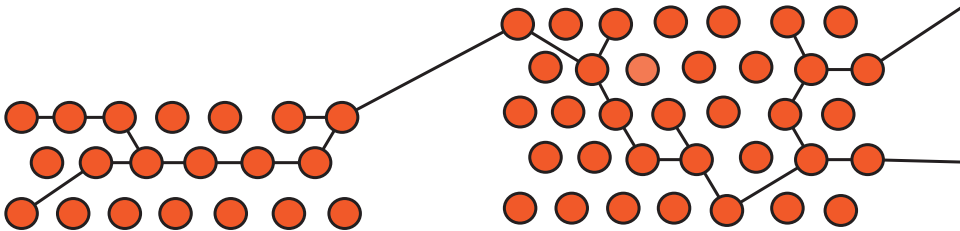
The oldest members of the community who see and effect the institution can pass along knowledge as new members come in. These ties can become a family lineage of sorts.

The Maxims
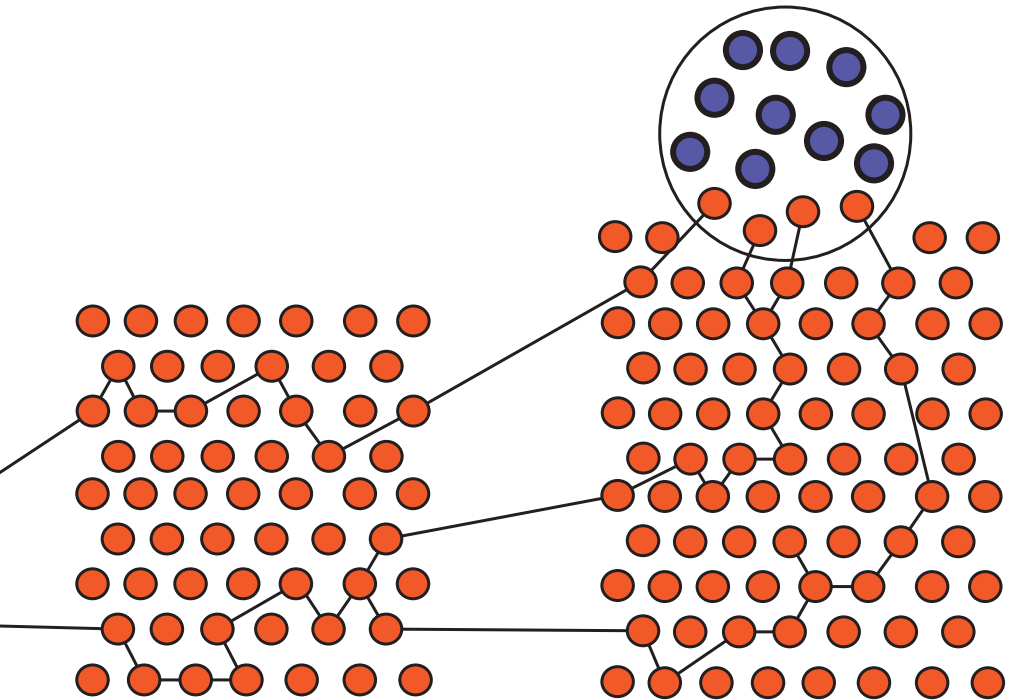
003 PROGRAM CASE STUDIES

Targeted Population:

13 ⟶ 17   (Violent) (Violent̸)   Repeat Offenders
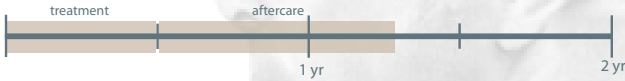
Method/Ideology:

Rigorous Physical Activity
Discipline
Activities to Bolster Self Esteem
Leadership
Confidence

Physical Labour · Education Initiatives · Drug Treatment · Counseling

Program Length:

treatment   aftercare
                              1 yr   2 yr

Results:

Completed Residential Portion

96 — Cleveland, OH
87 — Mobile, AL
76 — Denver, CO

Dropped From Program (Re-arrested)

33 — Cleveland, OH
25 — Mobile, AL
11.5 — Denver, CO
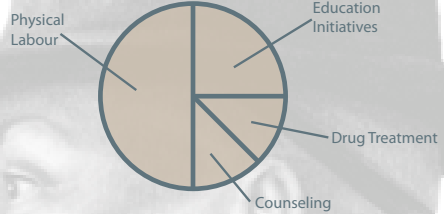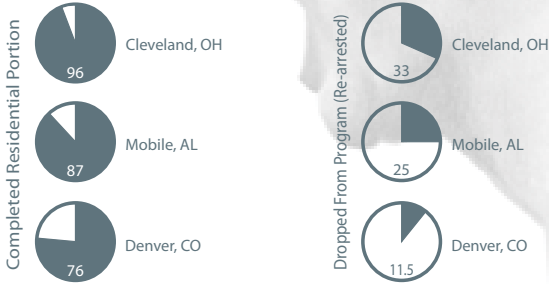
Advantages:

Positive attitudinal changes

Rehabilitative focus remained a conceptual underpinning

Youths thrived in the institutional environment (faltered when they returned home)

Shortcomings:

AFTERCARE- "supervised" probation instead of continued rehab

Tended to encourage aggressive behavior

Drill Sergeants instead of role models

Program Length
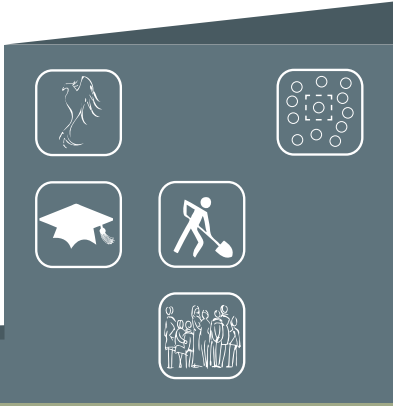
There has been a growing concern about responding to violent young people within the prison setting. These are the criminals who are a threat to society and others around them. The development of a more appropriate and effective way to deter or mend these offenders is necessary. One reaction to this has been to "get tough" and "crack down" on them. This has directly affected the methods and severity of how we punish. This change in penal climate led to the introduction and experimentation with boot camps. They emphasize tough, military like regimes that's main goal is to instill discipline, mostly through vigorous training and exercise. Through this "shock" approach these individuals will straighten out and learn to respect authority figures.

This method has shown to create positive changes on the attitudes, perceptions, behavior, and skills of individuals while in attendance. One shocking fact was that the majority of the young men enjoyed the program, and saw the training as more of a perk than a punishment. Studies showed that these individuals with a violent history, who took part in a rigorous military like training, actually had their aggressive behavior encouraged. The other real shortcoming was the insufficient preparation of boot camp participants for reentry into the community. Many boot camps provided little or no post-release programming to prepare graduates to lead productive lives.

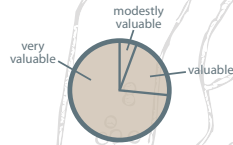**Targeted Population:**

15 ⟶ ∞

Repeat Misdemeanor Offenders

Property Charges

Drug Possession and Sale

90% ♂

82% unemployed

71% 30+yrs old

68% single

49% no high school diploma/GED

Method/Ideology:

Unpaid work or service

Direct retribution to community

Symbolic restitution

BRONX

NHATTAN

Program Length:

25hrs   75hrs

Results:

modestly valuable

very valuable

valuable

How would you characterize the value of CSSP to you and your colleagues?

Criminal Court Judge Perspective

very dissatisfied

satisfied

very satisfied
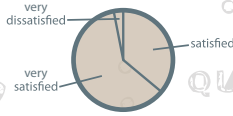
How would you characterize your level of satisfaction with the quality of supervision and services?

somewhat dissatisfied

satisfied

very satisfied
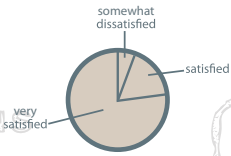
How would you rate your satisfaction with accuracy and timeliness of reports to the court?

QUEEN

Working for the Community

CSSP participants ⟶ 86,000 hrs/yr free labour ⟶ more than $430,000 worth of renovations

nursing homes, housing projects, elementary schools, day care centers, community gardens, etc.

Advantages:

Flexibility to tailor punishment directly to crime   i.e. litterer cleaning a public park, convicted lawyer providng pro bono services

Performed in public view

Increase community support for the criminal justice system

Community service agencies benefit from the free labour

BROOKLYN

Shortcomings:

Community safety

Availability of work

Service hours equivilent to days in custody

Overuse for any and all offenders

Community Service Sentencing Project

Community service has been around for decades. It is basically a court order authorizing an offender to perform a specific number of hours of unpaid work or service for a non-profit community organization. This has been used as an alternative to fine or jail, for almost any type of crime (i.e. misdemeanors, felonies, white collar). It is sometimes paired with a work release facility. The idea that work or community service is good for the spirit is well founded in Judeo-Christian teaching. Supporters claim that community service integrates the offenders back into society as well, provides a more humane environment than a typical prison sentence, and that it is for the most part performed in public view.

Disadvantages of community service is the attention needed to ensure public safety, offenders skills and attitude, seriousness of the offense, and even the work availability. Another issue that arises is the number of hours and time equivalent to comparable punishments. Overall the program receives praise from the community and judicial system. Most people respond fairly well to the program and even have pride in the work accomplishments.
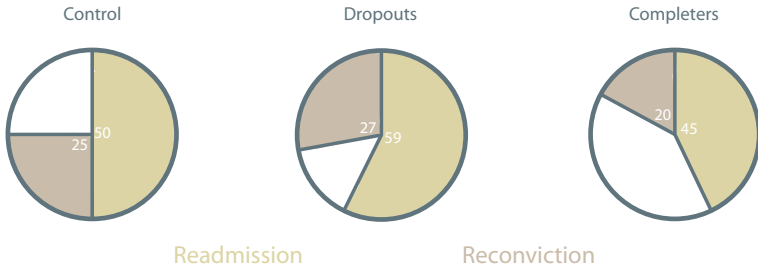
Targeted Population:

Violent ⃠ Violent

Games, puzzles, reasoning exercises, discussions
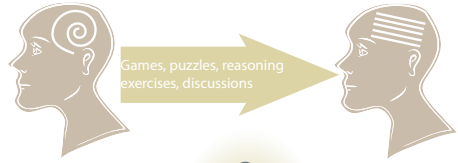
Method/Ideology:

Replace "faulty" thinking by "straight" thinking

Program actually work *through* individuals, not *on* individuals

Program Length:

1 mo.   4 mo.

Results:

Control | Dropouts | Completers

50 | 25 | 27 | 59 | 20 | 45

Readmission   Reconviction
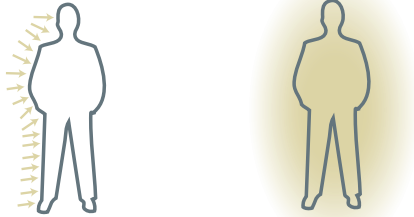
Advantages:

Changes the thinking patterns that are seen to typify the ways in which many offenders attempt to solve problems and to make decisions

Most successful with low risk violent and sex offenders

25- to 39-year-old age group responded well

Shortcomings:

Appropriate "dosage" for each inmate

Assumption that many people engage in crime because a lack of reasoning power and the problem-solving skills to deal with situations in law-abiding ways

Addresses *how* people think rather than *what* they think

Cognitive Skills Program

In the 1980s it became apparent that warehousing offenders in subpar conditions was not a position of neutrality because it is clear that when young offenders are placed in custody for a period of time they do not emerge from these institutions the same as they went in. That is, it became apparent that leaving prisoners locked up in their cells for the majority of the day as means of containment produced more disturbed, more violent, more committed, and more marginalized offenders who, through their exposure to these often lawless regimes, tended to either become more aggressive and defiant or withdrawn and depressed [3].

A program was developed with the intention to encourage the offenders to 'think straight' and through this 'go straight' and become law abiding citizens. They focused on changing the thinking patterns, more specifically the ways in which many offenders attempt to solve problems and make decisions. This faulty thinking is attributed to limited cognitive skills and reasoning capacity. They way in which they enact this transformation was through training sessions that were a combination of games, puzzles, reasoning exercises and discussion. A typical program lasts eight to twelve weeks, and researchers claim considerable success in reducing the rate of recidivism among program graduates.

Arguments against the Cognitive Skills Program revolved around the idea that the program addresses how people think, not what they thought; the motivation behind the offender's action needs to be ad-dressed. The idea that you can change a lifetime of decision making in eight to twelve weeks seems unreasonable. Overall, the program worked fairly well, but only on a select range of offenders; low risk violent, and sex offenders.

Targeted Population:

12 → 18

HIGH RISK Offenders

(Violent) (Violent⦸) Repeat Offenders

Method/Ideology:

Diversion Theory- take juveniles from custody and taken to alternative program

Case worker is an advocate for youth

Makes sure youth takes advantage of services offered

82% ♂

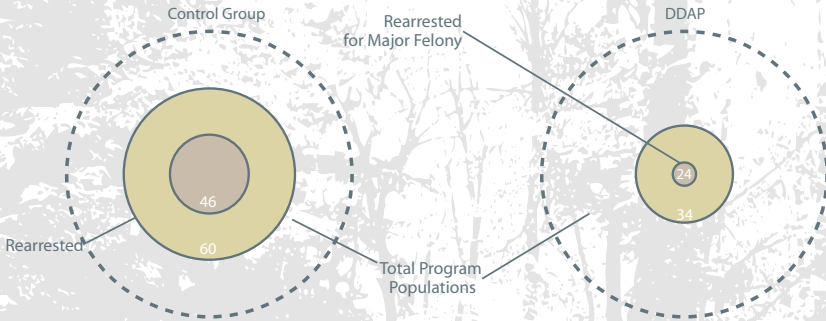90% unemployed

76% admit to drug use daily to biweekly

38% 3+ prior charges

24% raised by both parents

Program Length:

5 weeks   9 weeks

Results:

Control Group

Rearrested for Major Felony

DDAP

46

60

24

34

Rearrested

Total Program Populations

Advantages:

Staff act as role models and mentors

True "alternative" program, no bureaucratic restrictions

Highly qualified and diverse staff that are easily relatable

Individualize service plan for each youth

Focus on strengths of individual rather than weaknesses

Shortcomings:

No aftercare program

There is no strict criteria for 'appropriate' type of youth

Not appropriate for people with a history of running away, or for habit-driven crimes such as child predators, serious drug offenders

Case Studies

Detention Diversion Advocacy Program

The detention diversion advocacy program (DDAP) established to develop a suitable alternative option to incarceration. In San Francisco, there had been an absence of alternative programs, causing detention rates to soar above the national average. This can be attributed to the juvenile probation department consistently recommending detention, some studies found a rate of seventy seven percent of all cases. The concept behind DDAP is disposition case advocacy, defined as 'the efforts of lay persons or nonlegal experts acting on behalf of youthful offenders at dispositional hearings'[1].

The major goals of the DDAP program are to firstly reduce the number of detained youths, and then to provide the youths with supervision and make sure they are taking advantage of community based programs offered. Recidivism is the overriding factor in all programs, be it detention or alternatives. However, the way recidivism is defined varies:

A referral to court on a new offense

A referral that results in an actual petition to go before the judge for possible adjudication.

A referral that results in out-of-home placement (i.e. group homes and institutions).

Results showed that the DDAP group was more successful than the control on each of these three measures. Many factors are attributed to the programs success. The caseload per worker was considerably less with DDAP (around 10) than an average probation officer (anywhere from 50-100). Having smaller caseloads allows for the worker to focus their efforts and spend quality time on each youth. Second, the detention diversion advocacy program is a true alternative program. Standard restrictions that would normally apply to a government funded program do not apply. DDAP was able to hire caseworkers with a wide range of qualifications, especially if they had other attributes deemed desirable (i.e. similar neighborhood origin, ethnic background).

The third explanation for the program's success was its physical presence. Users described it as a more "user friendly" environment (i.e. no bars, no screening devices, and no cells). The staff were not officers of the court, but people whole heartedly trying to help the individuals. This final explanation is the most appropriate pertaining to this thesis.
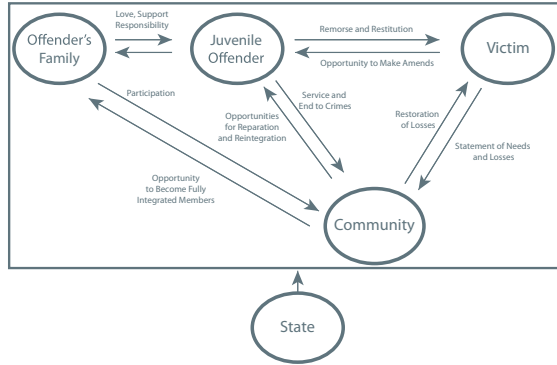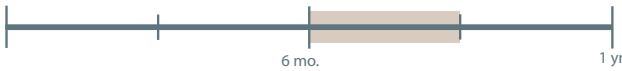
Targeted Population:

12 ⟶ 18 ⊘Violent ⊘Violent Repeat Offenders

Method/Ideology:

State provides only resources
Team approach

Community oriented
Intensive and frequent contact

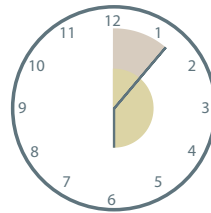Offender's Family — Love, Support Responsibility — Juvenile Offender — Remorse and Restitution / Opportunity to Make Amends — Victim

Participation

Opportunities for Reparation and Reintegration

Service and End to Crimes

Restoration of Losses

Statement of Needs and Losses

Opportunity to Become Fully Integrated Members

Community

State

Program Length:

6 mo.   1 yr

Results:

South Oxnard Challenge Project

Control Group (Typical Probation)

59.3%

58.

SOCP vs Control Recidivism Incarcerated within 18 months

Avg. Time on Each Case

Monthly Staff Contacts

8

1
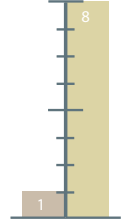
Advantages:

Includes youth's family as a party in the process

Victim and community involvement

Encompasses a wide range of treatment agencies
i.e. alcohol and drug treatment specialists, community
outreach workers, mental health workers

Shortcomings:

Conflicting expectations - court vs. program

Missing data for control group

Lack of focus on a specific group of offenders

Services are not based on risk

Program Length

Failed implementation of theory

South Oxnard Challenge Project

Fifty eight percent of youths receive probation as their sentence from juvenile courts. For over a half a million youths per year, probation is the toughest sanction they receive after offending. The analysis of probation programs and their effectiveness has yielded conflicting data the majority of the time. Some things that are certain are that longer supervision time with treatment showed the best results. The program specifically researched was the South Oxnard Challenge Project (SOCP), which follows the "corrections of place" (COP) idea. This theory applies the principles of restorative justice and community policing to community corrections, while also managing offender risk to the community. The COP model calls for the state to facilitate a healing transaction among the offender, victim, and community by providing only resources and structure for their interactions and thereby reducing its coercive role in the transaction. The youth's family plays a large role in the process.

This probation model creates more intensive, hands on process, which calls for more effort and participation from both parties. That being said, all the research shows that SOCP was minutely better than the control. No significant difference can be quantified. Some claim this is because of the wide range of offenders, and this program is needed for more serious offenders. SOCP staff felt that much of their work went 'unnoticed' and was not captured by the data (i.e. better youth attitudes, better family relationships, more concentrated energy on the case, increased community interest) [4].

Targeted Population:

16 ⟶ 21

Disadvantaged Youths
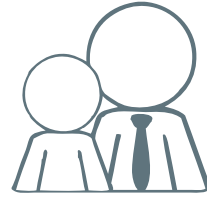
Method/Ideology:
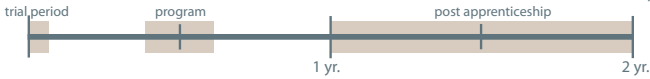
Discipline
Self Confidence
Workshop
Social
Academic

⟶ Skills necessary to find meaningful place in regular workforce
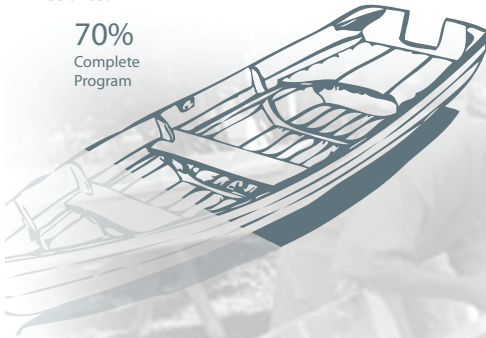
Typical Classroom

Hands on Math and Science

Workshop

Program Length:

trial period   program   post apprenticeship

1 yr.   2 yr.
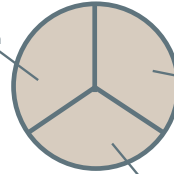
Results:

70%
Complete Program

Staff become one of the most reliable figures in youth's life

Receive assitstance with issues concerning the court system, city agencies, DMV, procurement of automobiles, and/or personal problems which they may find difficult to address.

Advantages:

Learning a trade skill that can be used for a lifetime

Opportunity for a full time position after completion

Receive compensation for work done

Does not only offer services for offenders

Developed different teaching techniques (hands on)

Shortcomings:

Rather vague on how exactly they create a change

No real assessment to see who will best respond to program

Staff are not trained to handle delinquents

Could be percieved as preoccupying individuals instead of changing

Case Studies

Boatbuilding Apprentice Program

ALEXANDRIA · SEAPORT FOUNDATION

Through the building and use of wooden boats, the Alexandria Seaport Foundation (ASF) helps young people turn their lives around and provides families, community groups and schools with meaningful educational, social and recreational experiences. Since 1992, ASF's focus has been a paid, work-based apprentice program serving DC, Maryland and Virginia. Here, disadvantaged youths from the ages of 16–21 develop the discipline, self confidence, workshop and social skills necessary to find a meaningful place in the regular workforce. If necessary, they also earn their GED using ASF's hands on, contextual curriculum.

The program consists of a three week screening period, where it is typical to see many dropouts. The actual program is between five and seven months depending on if the youths have a high school diploma or are working towards their GED. After the program there is a one year post apprenticeship. Roughly seventy percent of all applicants graduate (excluding screening period). Throughout this whole time period, the individuals are receiving wages, but also skills that could be applied to many trade jobs. The employees and volunteers go beyond just teachers, and become and advocate on behalf of the youth. In some cases the staff become one of the most reliable figures in the youth's life.

004 ARCHITECTURAL PRECEDENT

JUSTIZZENTRUM LEOBEN
Leoben, Vienna
Hohensiznn Architektur
2002

The Leoben Justice Center has the dual purpose of not only being the prison, but also the courthouse. Special care was taken to represent the courthouse as an open, visible member of the community. The prison facet stands behind the courthouse, with its intention being "maximum security outside; maximum freedom inside. Two quotes are engraved into the perimeter wall directly relating to the facilities intentions:

> "All persons deprived of their liberty shall be treated with
> humanity and with respect for the inherent dignity of the
> human person."

> "All human beings are born free and are of equal in dignity and
> rights."

There is a balance of dense interior space, broken up by exterior courtyards. Inmates live in "pods" of fifteen, each having their own apartment style cells. Each cell has a wall of floor to ceiling windows as well as a private bathroom. A communal kitchen area accompanies each pod.

FALSTER STATE PRISON
Vridsløselille, Denmark
C. F. Møller Architects
Competition Year 2010
Est. Completion   2016

The complex was designed by a Scandinavian firm to replace an outdated state prison. The design intentions were to create a "small condensed urban environment with the kind of varied spatial experiences, functional density, and clarity of layout that such an environment offers.[1]" The site is of such size that allows for undeveloped natural space, as well as land for cultivation and areas for animal husbandry. "Star-shaped prison wards, mentally conscious design, animal husbandry, gentle landscaping and sports facilities will be integrated to provide a stimulating environment able to promote the re-socialization of inmates.[2]"

HALDEN PRISON
Norway
HLM Arkitektur
2010

In the Norwegian prison system, there's a focus on human rights and respect. At its creation, Halden prison (boasting 252 beds) was deemed the 'most humane prison in the world.' Inmates are encouraged to exercise and actually spend very little time in their cells. They share common kitchens and living rooms. Guards are encouraged to mingle and converse with the inmates. In every aspect there is an attempt to focus on rehabilitation. The architects attempted to stay away from an 'institutional feel'; the facility is sited on a seventy five acre plot of 'gently sloping forest.

005 SITE SELECTION/ANALYSIS

Site Analysis
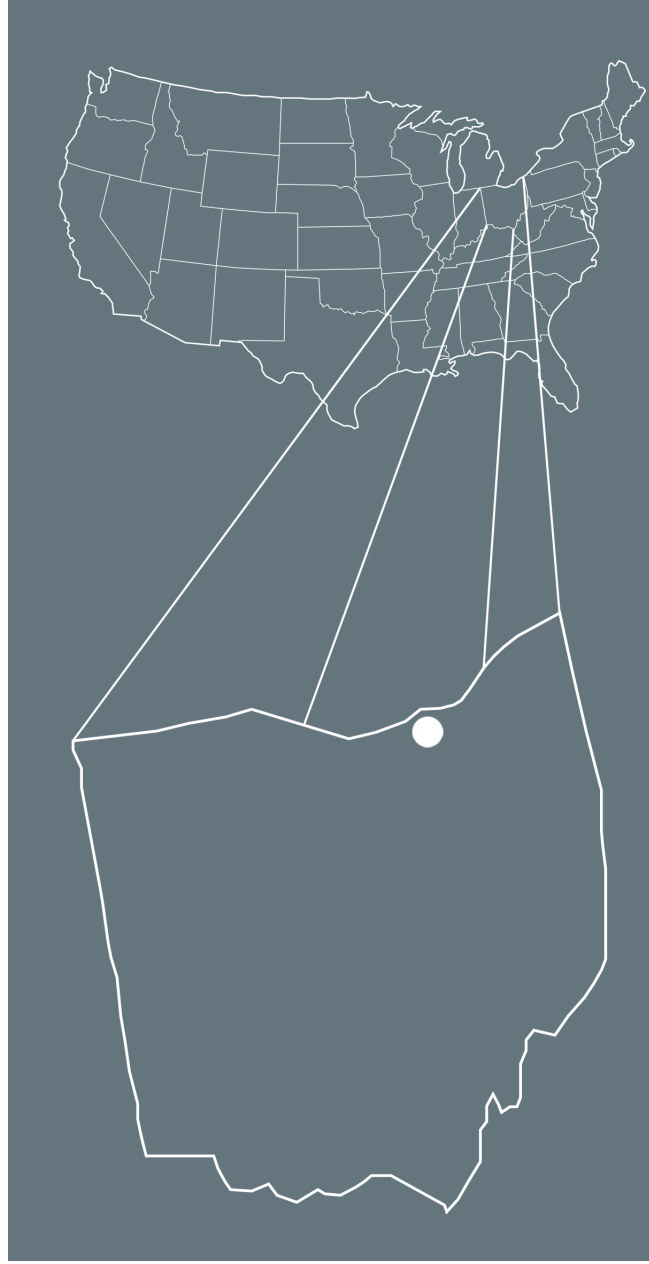
The idea of choosing a site seemed daunting because of the endless plausible possibilities. The case studies along with the other research pointed to the community as the scale which was most effective. There were certain requirements of this community to fit the build, so knowledge of the region would perhaps prove to be useful. Cleveland, Ohio was chosen. It provided an above average crime rate, along with a lack of alternative facilities.

A population willing to accept and take an active role in a program like this would need to have certain characteristics. A stable community, with the resources to support the program's functions was also crucial. An openness or transparency of the program within the community could provide many opportunities.

Figure Ground

LAKE ERIE

CUYAHOGA

RIVER

The dense downtown can be seen north of the river. While one of the older communities lies to the south.

Infrastructure

There is a multitude of infrastructure at many different scales; ranging from interstate highways, transportation rail lines, and industrial rail lines.

Green Space

Green space was left around the infrastructure and industrial areas as a buffer to the more residential commercial district.

Industrial

For obvious reasons the industrial sector revolves around the Cuyahoga River. This area is known as 'the flats', and is currently in the process of recreating itself after the economic downturn.

Site Analysis

The fringe of the residential community lies to the west. These are smaller, older communities that have a rich history.

Educational

There is every level of academics in the area, ranging from Cleveland State University, Saint Ignatius High School, to Paul Dunbar Elementary.

Neighboring Communities

Downtown Cleveland

1/3 Mile

1/2 Mile

Historic Ohio City

OHIO CITY
MARKET
SQUARE
Historic District

There were too many opportunities between the downtown, river, and Ohio City condition to ignore. The downtown area featured many of the justice system entities that would be frequented anyway (i.e. courthouse, probation officers, and lawyers). Ohio City is an old community that has, as of lately, seen a surge in young population as well as infant companies. With strong cornerstones of the community such as the West Side Market, Great Lake Brewing Company, and Saint Ignatius High School, the region has seen many projects and revitalization. The key was finding the best way to fit the program into these existing conditions.

This alternative juvenile facility was decentralized into four distinct nodes that were dubbed: Live, Learn, Grow, and Work. Each being sited within a distinct area of the community to suite its function. They were easily within walking distance of each other, which speaks to the idea of visibility and openness with the community. An aspect of security is also part of this. Any deviation of the normal daily routine by the program's members would be noticed.

0.5 mile radius

Satellite Site Relation

A
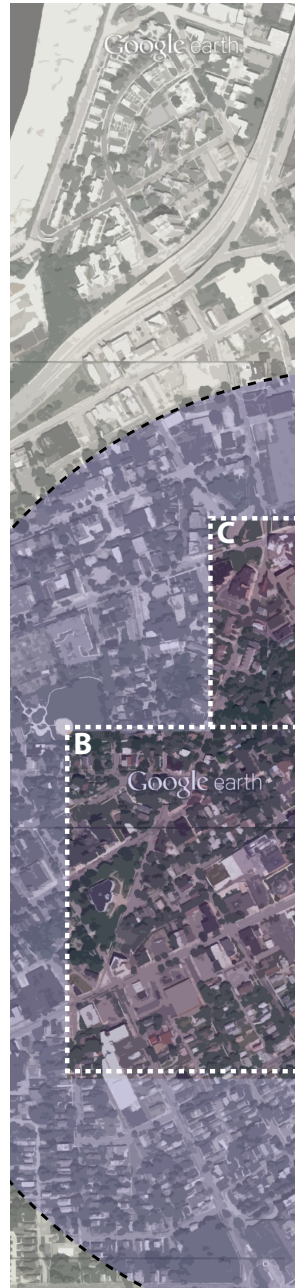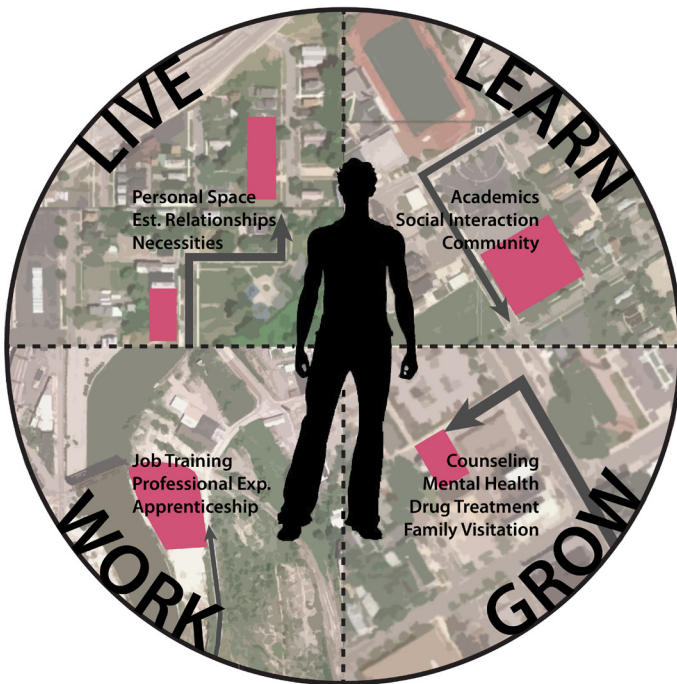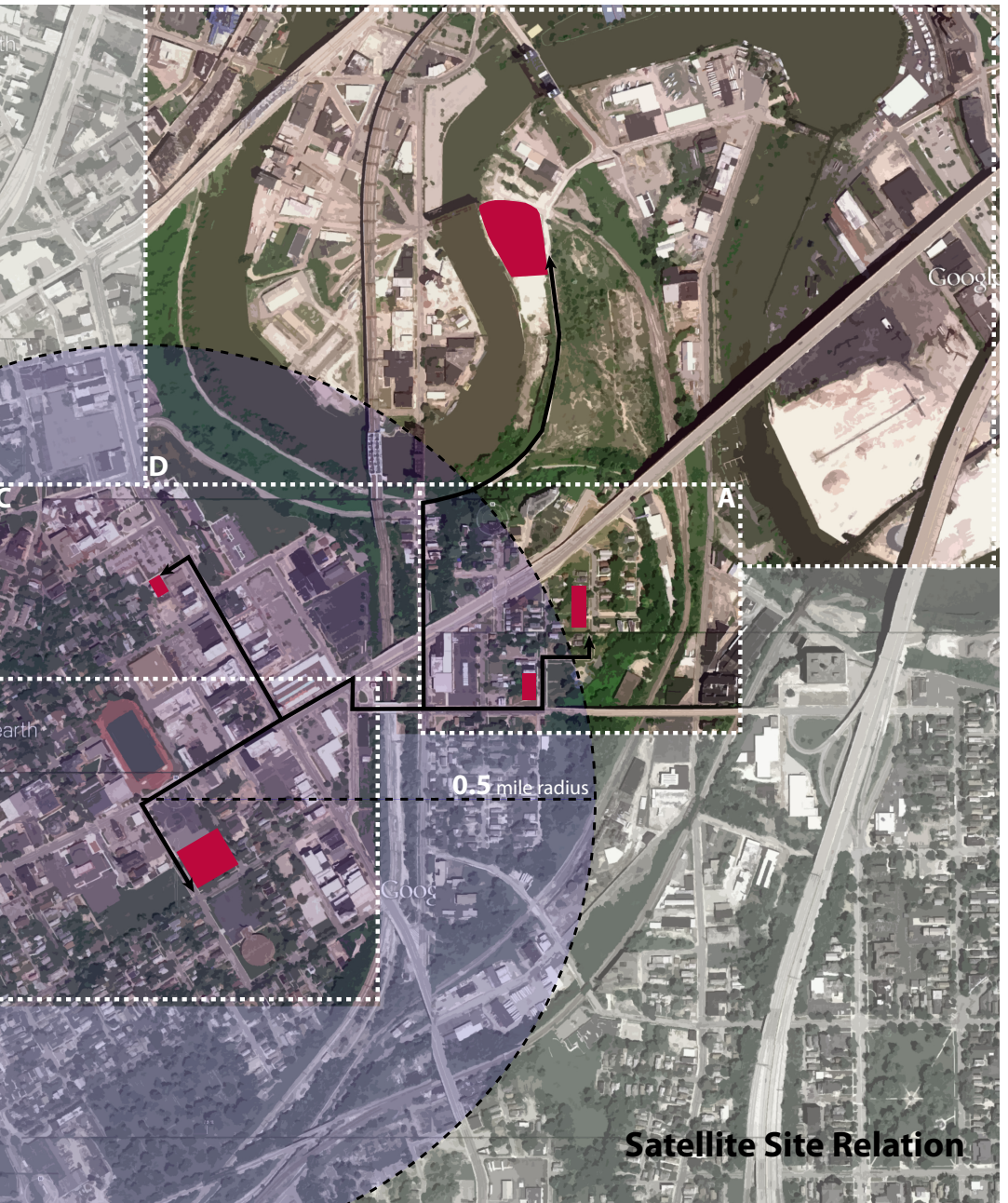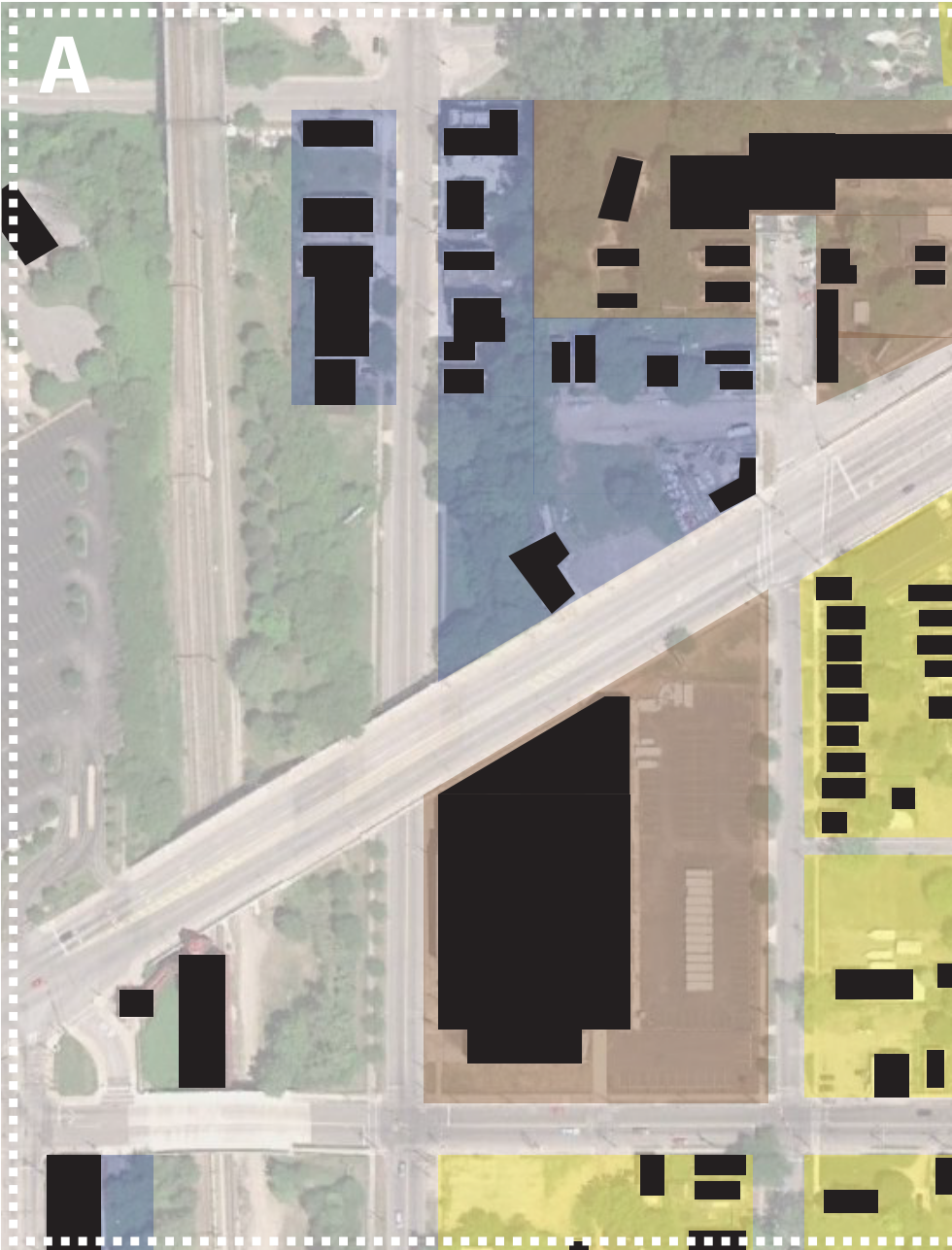
Land Use Key:

COMMERCIAL　　**INDUSTRIAL**

RESIDENTIAL　　**EDUCATIONAL**

1

LIVE
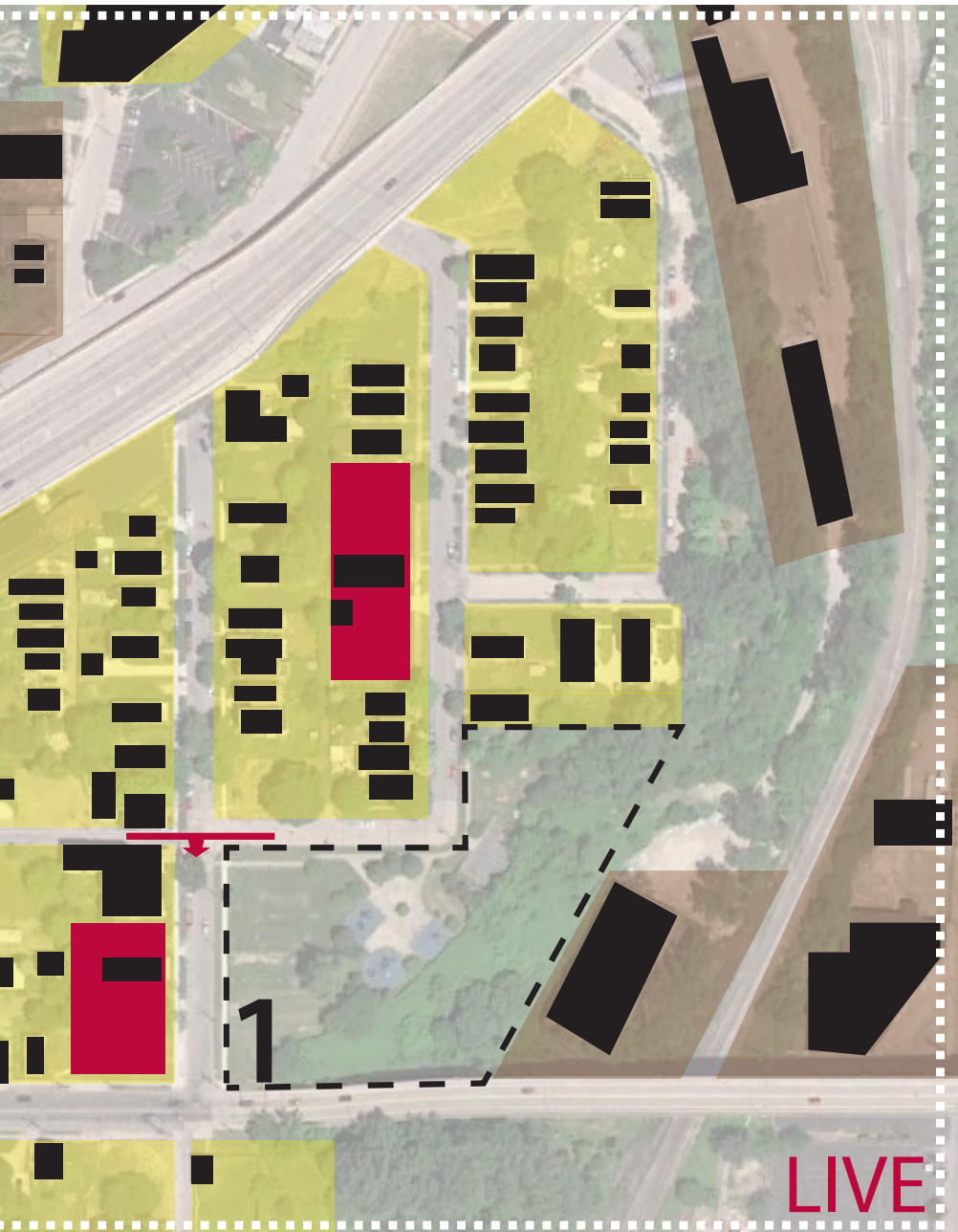
There was a small residential community with plenty of vacancy that was very close to the 'work' node, which would be beneficial since the recreation portion was housed there as well.

Existing

Possible Additions

The idea being that the juveniles could begin in the existing housing and expand onto the vacant land surrounding. A filling out of the community with like sized and styled housing was the concept. There is also a small park that could be utilized right across the street.

Abbey Park

Because of Saint Ignatius High School's long history, they have had the opportunity to buy up a fair amount of the surrounding land. The elementary school and library, with the addition of the 'learn' node, could become a sort of educational corridor. The bulk of the Ohio City residential community is nestled here as well.

3

LEARN

Carnegie Public Library

community

community

Commun

Exterior Comm

Paul L. Dunbar Elementary

Academic

mmunity Outreach

Community Space

2
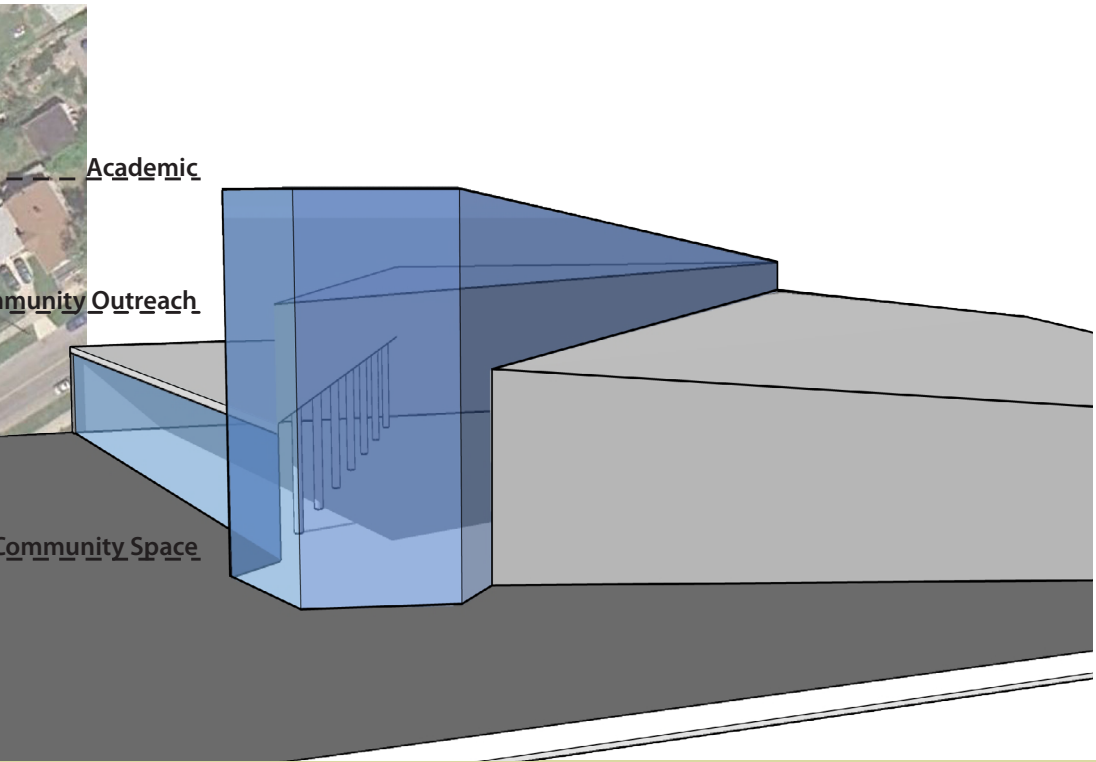
GROW

The 'grow' node is in close proximity to Lutheran Hospital which would be a great re-
source, considering the programmatic features of this node. It is sited in the commercial
district for ease of the visitation portion of this facility.

Lutheran Hospital

1

Jay Avenue / West 28th Place

Community Garden

Drug Treatment

Counseling

Visitation

Future Development

D
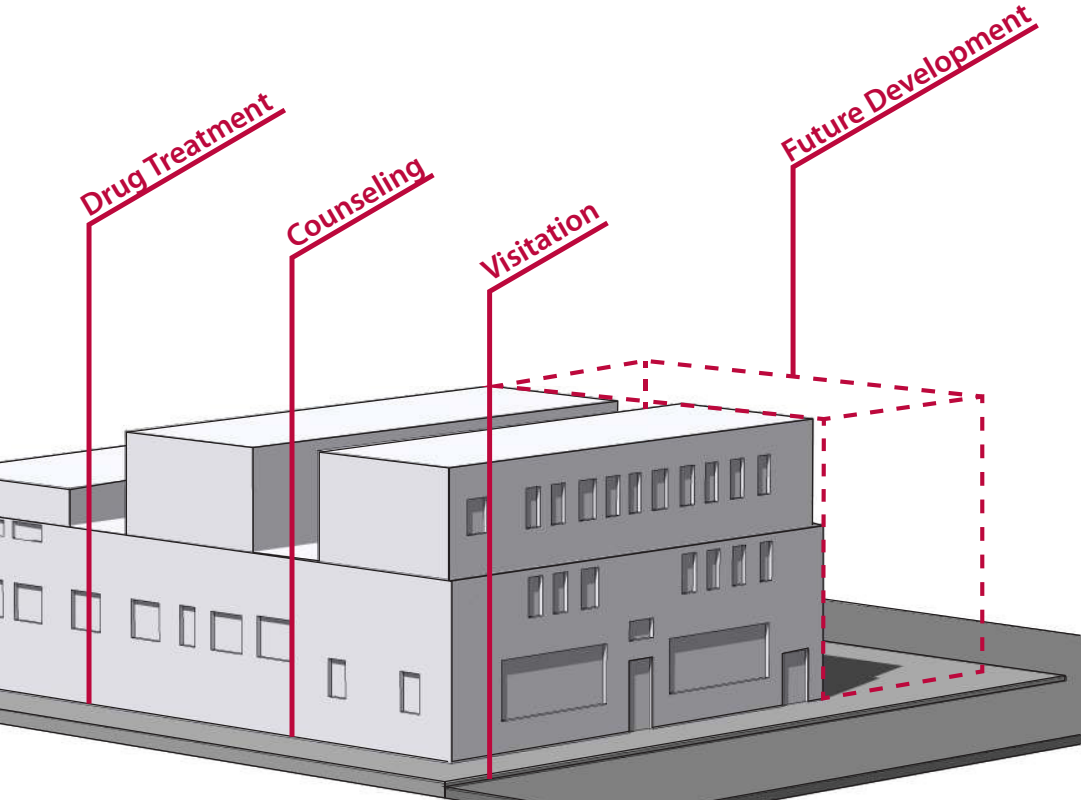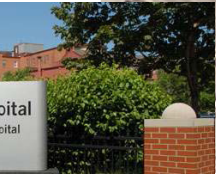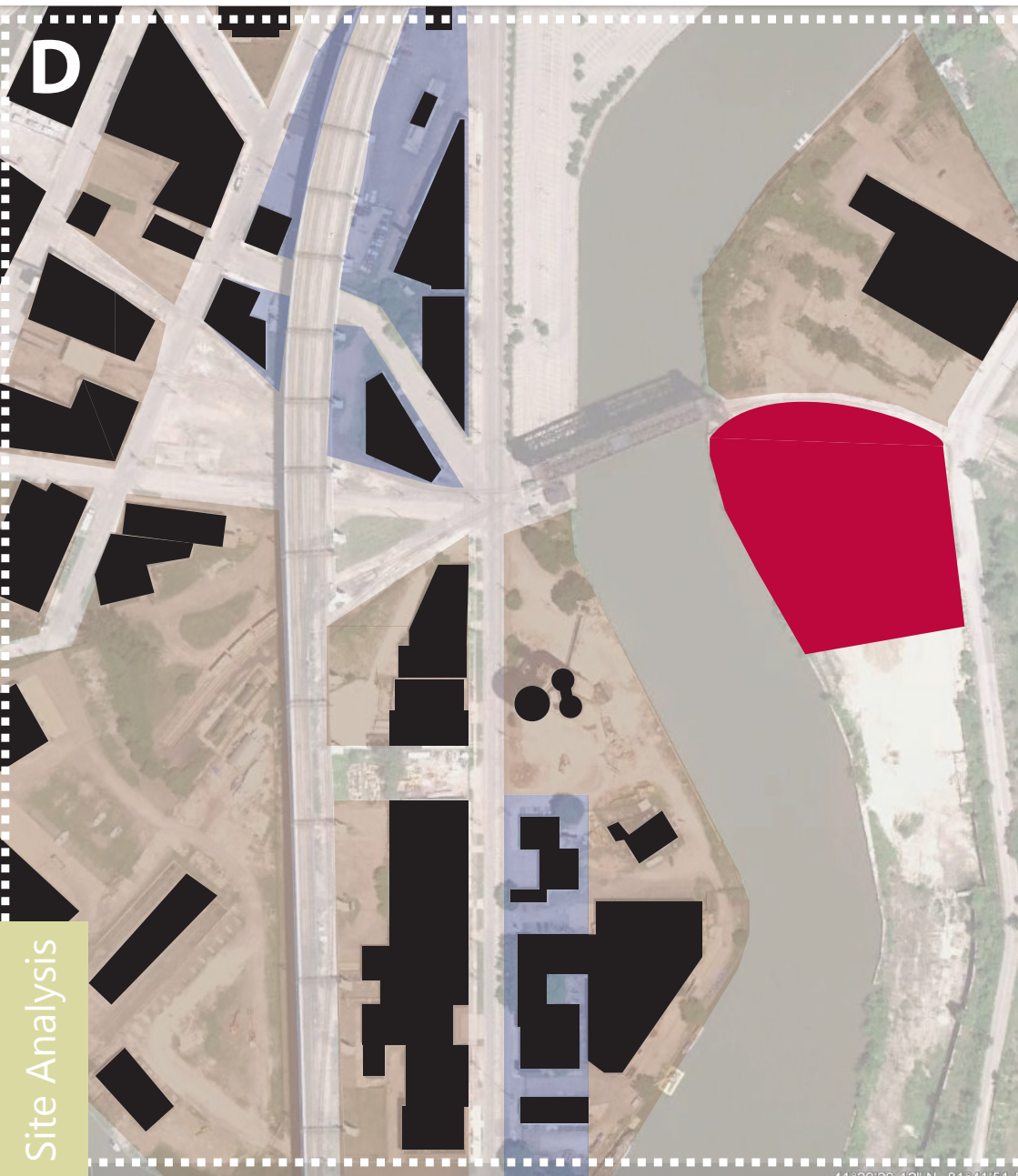
Site Analysis

The 'work' node is sited in a very industrial area. It provided ample space to house the recreation/athletic portion of the program as well. This area is at a lower elevation because of the river condition.
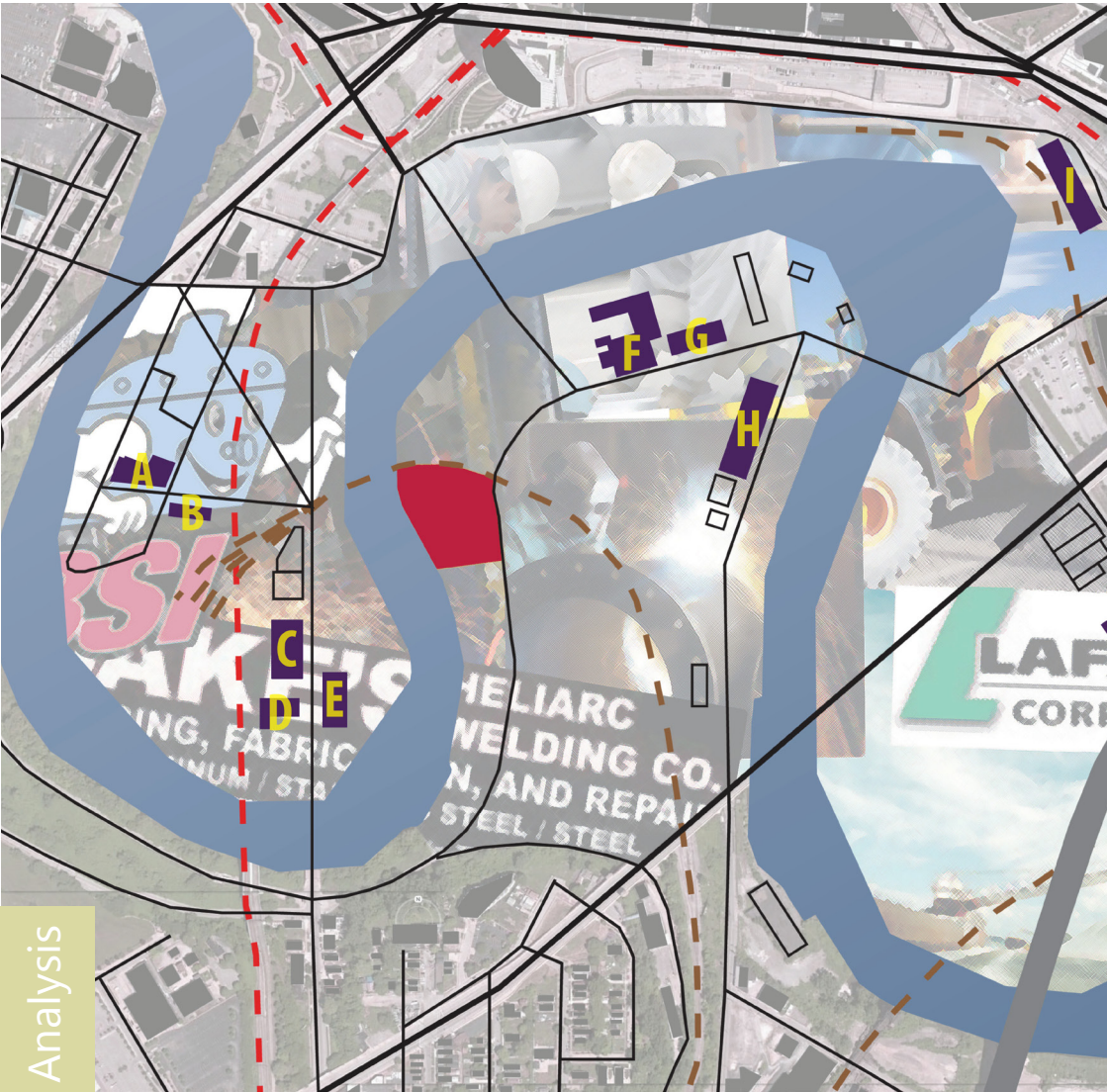
WORK

Apprenticeship Opportunities

Skilled Labour

D. Jake's Heliarc Welding Company
E. Empire Motors Autobody
F. Holiday Charter Boats
H. American Ironworks
I. Cleveland Metal Stamping
J. North Coast Grinding

Unskilled Labour

A. Inman Shipping Worldwide
B. United Printers-Lithographers
C. Tracer Specialties Inc.
G. Riverfront Aquatic Services
K. Morton Salt
L. Osborne Concrete and Stone
M. Lafarge River Dock

Transit to Apprentice Sites
via Cuyahoga River

Panoramic Key
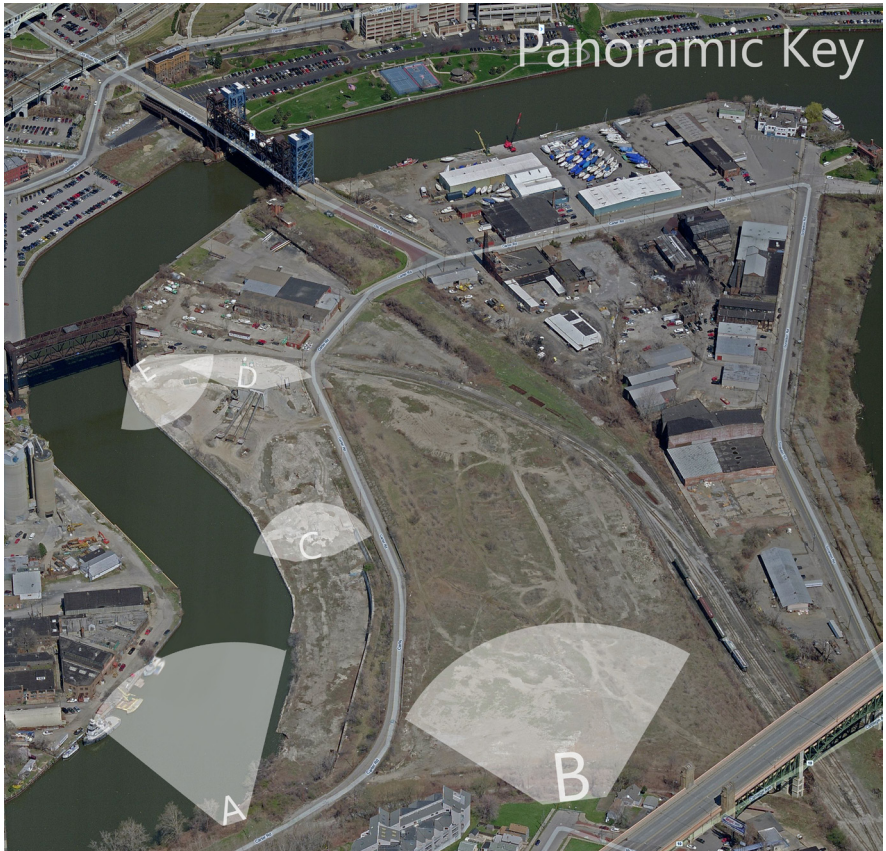
The Cuyahoga River made all this economic activity possible. Eventually because of the economic downturn, much of this area became vacant or for sale. There are still pockets of industry that pepper the area. These small businesses surrounding the area create a unique situation for the desired program. Skilled workers such as ironworkers, welders, and metal smiths still occupy the area. Unskilled labor is also present, mostly dealing with dock work. It is mutually beneficial; the business owners receive free labor- best case scenario would be a job offer after completion of the program. Juveniles have an opportunity to learn a trade or skill that could become a lasting career.

A decision had to be made on which node would be focused on and developed further. The 'work' component was chosen because of the river condition and sheer size of the programmatic features. The following pictures give a better feel for the area.

A

B

C

Site Analysis

D

E

GROW

Visitation
Counseling
Mental Health
Drug Treatment

LEARN

Academics
Job Training
Social Interaction

Personal Space
Estab. Relationships
Necessities

LIVE

LIVE

GROW

LEARN

WORK

LEARN

ACADEMICS
JOB TRAINING
RECREATION
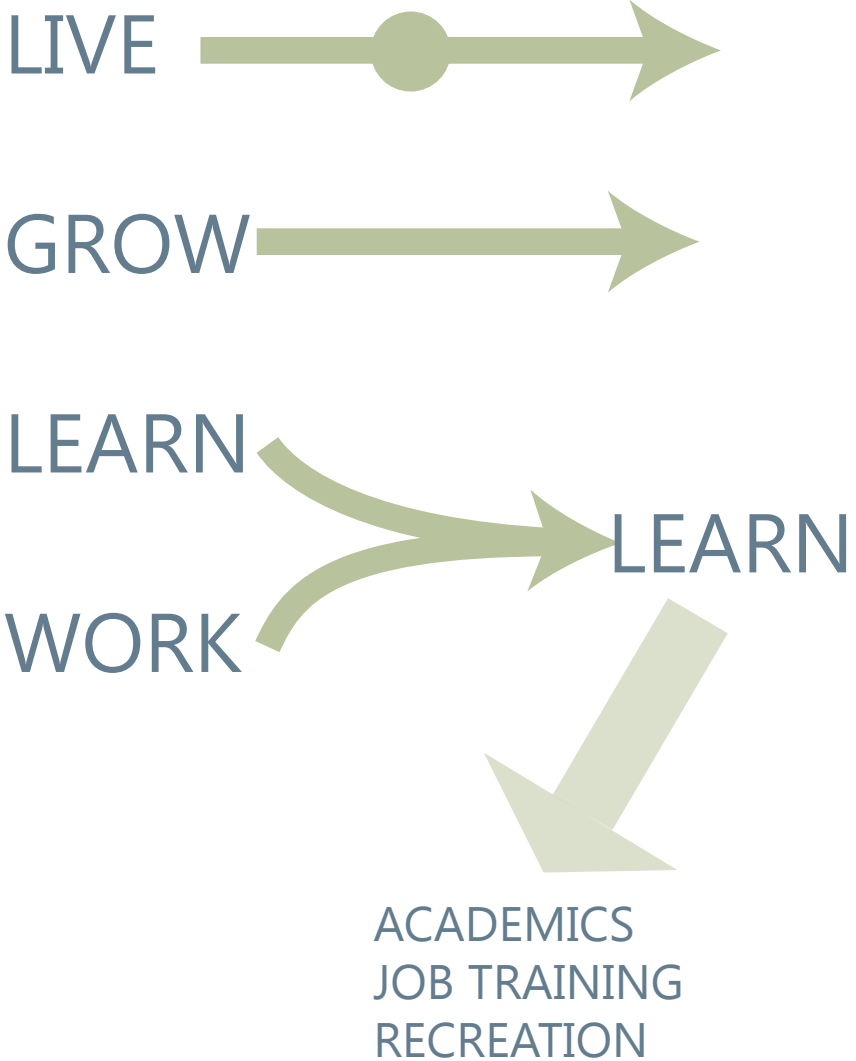
Before jumping into the individual node, the whole program and its breakdown were reflected upon. It was decided that four nodes broke apart the program into too many pieces and the feel of one cohesive program was lost. The 'learn' component was the outlier and was absorbed by the other nodes; the thought behind it being that forcing many different youth groups to interact and inhabit the same space might not give the sought after outcome. 'Work' took on the academic portion as well as the name, while 'Live' picked up the community outreach. This created a large facility by the river, housing job training, academics, and recreation. The 'Live' component's site needed to be reconsidered with the addition of a community outreach center. The housing plan described earlier was also undersized and needed more work.

The area was re-examined, looking for openings in the current community. The search extended farther south, to incorporate more of the surrounding residents. The community outreach portion was placed on the main axis to utilize the street presence. Two types of housing were developed and sited as well. To the north there are group houses that fill in the gaps of the housing blocks. Adjacent to the community outreach are more dorm style housing. The thought behind this being that participants would begin in the dorm style and once proven trustworthy, move into the community.
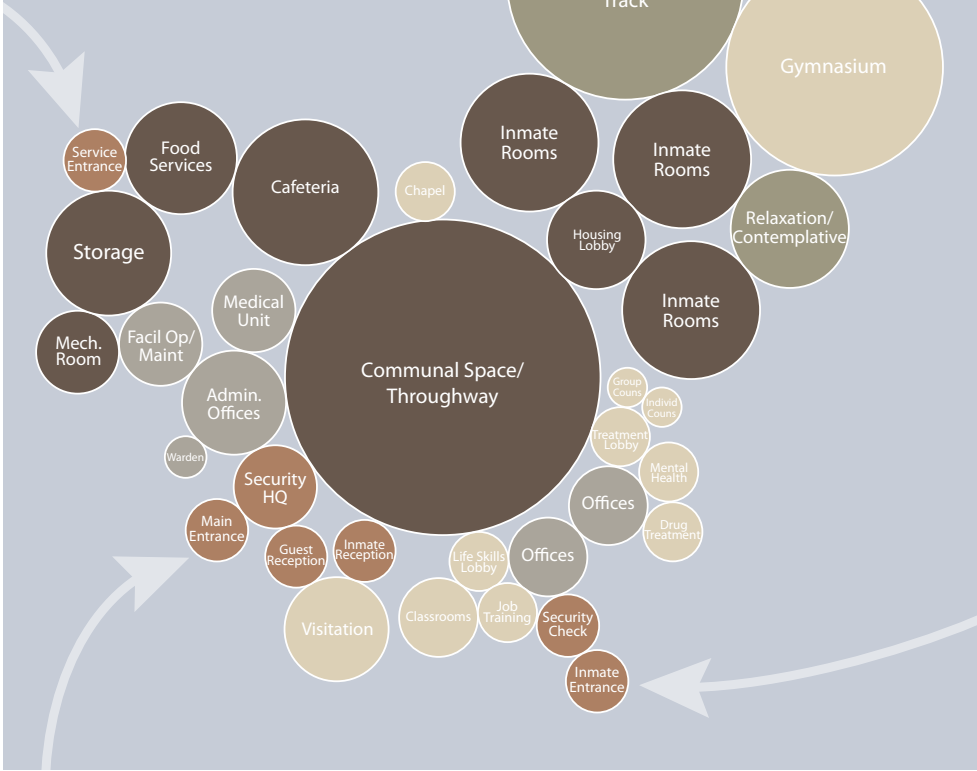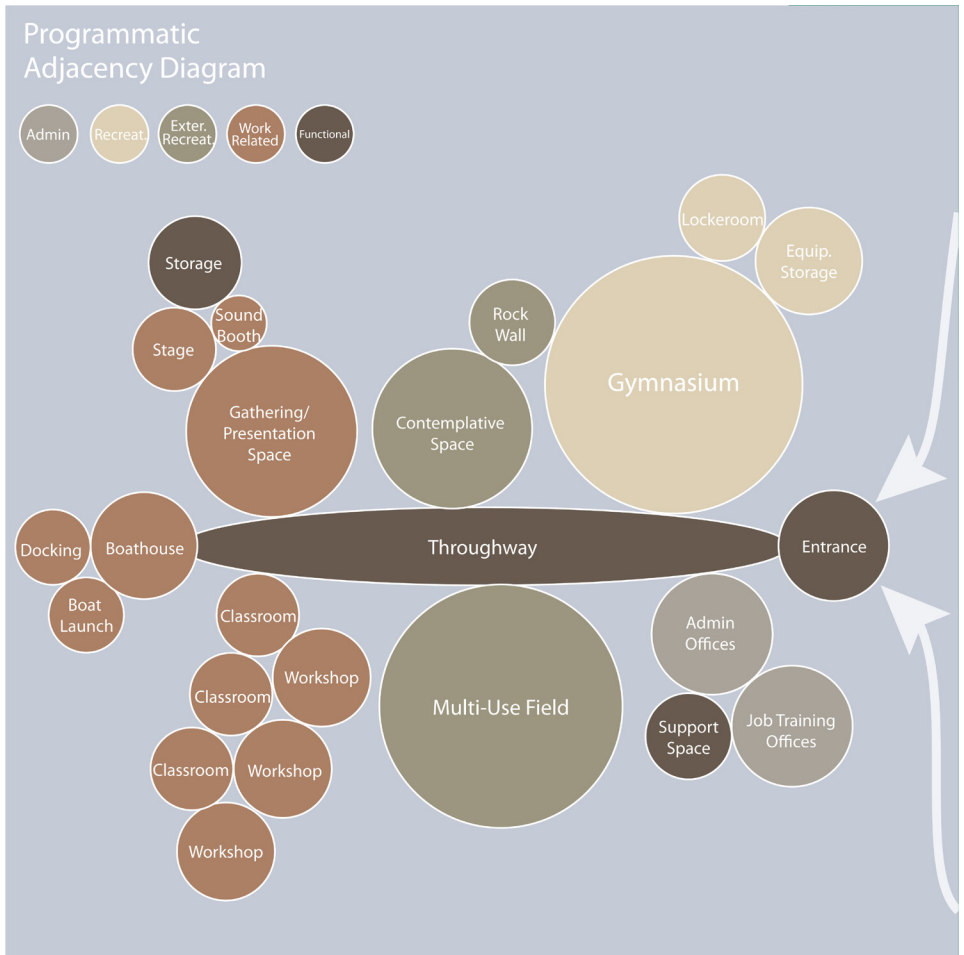
Site Analysis

GROUP HOUSING

COMMUNITY OUTREACH

DORM STYLE HOUSING

Site Analysis
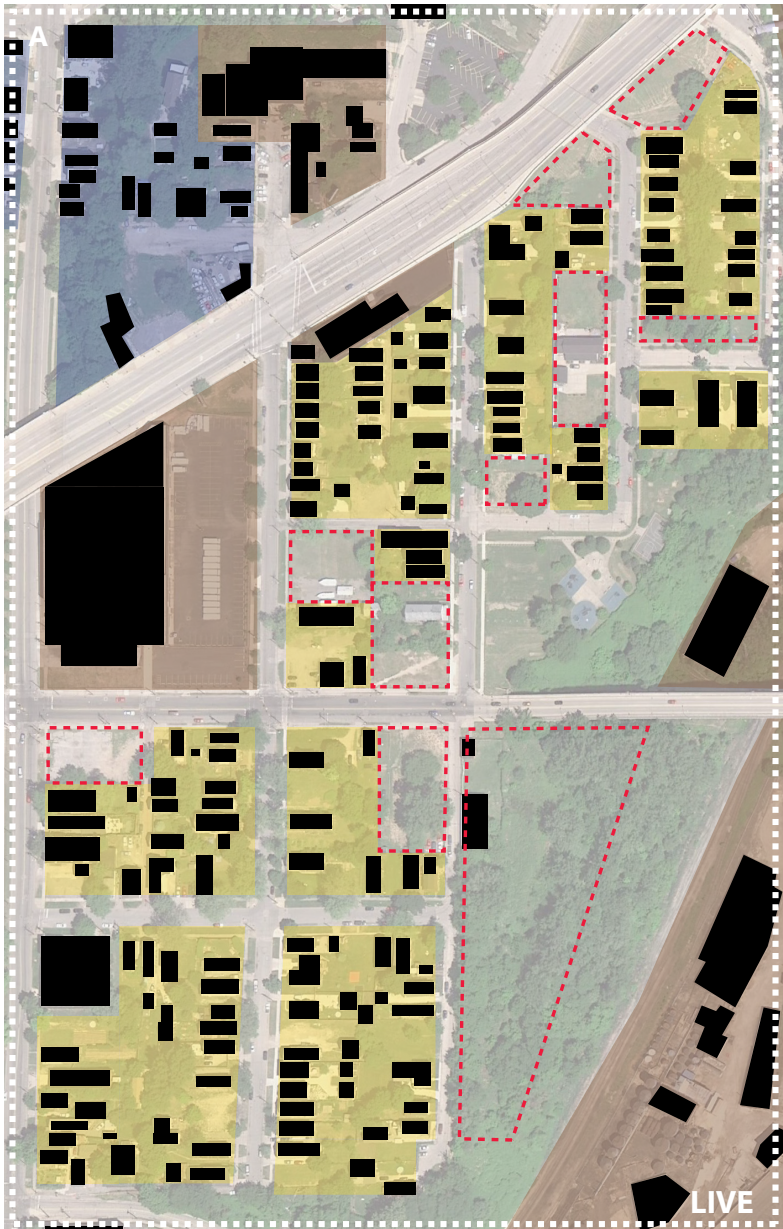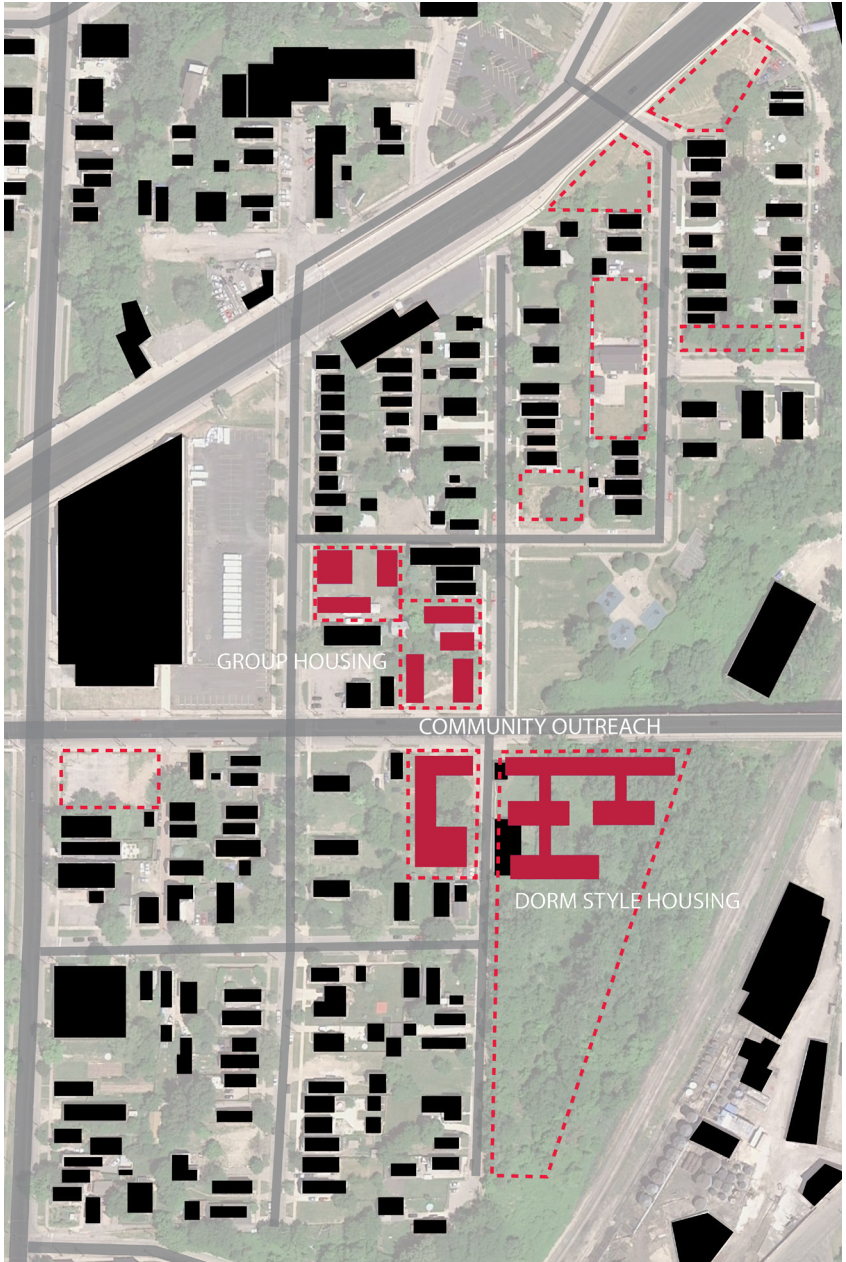
006 PROGRAM FEATURES

Programmatic
Adjacency Diagram

Admin Rehab Exter. Rehab Security Functional

Multi-Use Field/ Track

Gymnasium

Service Entrance Food Services

Cafeteria

Chapel

Inmate Rooms

Inmate Rooms

Storage

Housing Lobby

Relaxation/ Contemplative

Medical Unit

Mech. Room Facil Op/ Maint

Admin. Offices

Communal Space/ Throughway

Inmate Rooms

Warden

Group Couns Individ Couns

Treatment Lobby

Mental Health

Security HQ

Offices

Drug Treatment

Main Entrance

Guest Reception Inmate Reception

Life Skills Lobby Offices

Visitation

Classrooms Job Training Security Check

Inmate Entrance

Programmatic Adjacency Diagram

Admin — Recreat. — Exter. Recreat. — Work Related — Functional

Storage
Sound Booth
Stage
Gathering/ Presentation Space
Rock Wall
Contemplative Space
Lockeroom
Equip. Storage
Gymnasium
Docking — Boathouse
Throughway
Entrance
Boat Launch
Classroom
Workshop
Classroom
Classroom — Workshop
Workshop
Multi-Use Field
Admin Offices
Support Space
Job Training Offices

Two different diagrams that depict how the functions relate to eachother. Neither ended up being the final , but both showed the relationship and how the spaces interact with eachother.

Population Breakdown
~150 boys

13 ⟶ 18

Violent Charges

Non-Violent Charges

Security Measures

Its about....
Safety
Holistic Interaction
Pact
Visibility
Alternative
Rehabilitation
Education   Training
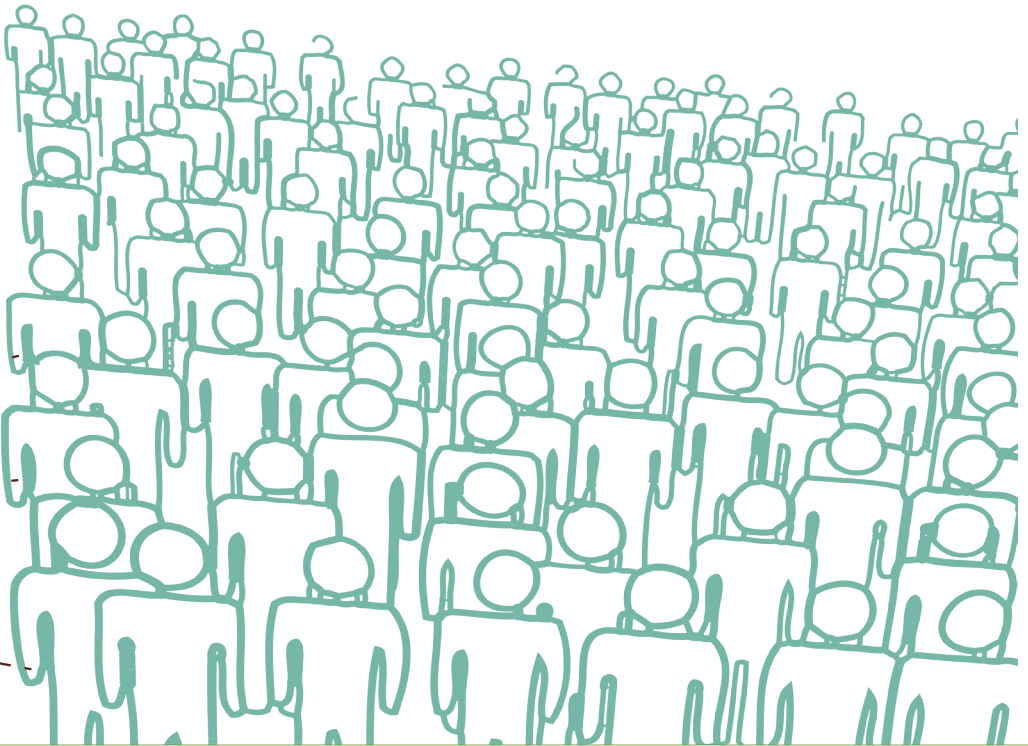
IMPORTANCE ↑

ACADEMICS
classrooms
presentation space
resources
  library
  computer lab

cafeteria
  food service

administration

JOB TRAINING
transportation
  boat
job sites
workspace

mechanical

restrooms

entrance

parking

RECREATION
active
  fitness
  indoor
  exterior
leisure

Program Features

The facility was designed with the intent to house one hundred to one hundred and fifty adolescent boys, ranging from the end of junior high school to nearing adulthood. There was no stipulation on if violent or non-violent offenders would be allowed. In regards to security, beyond the transparency within the community, technology, more specifically GPS ankle bracelets would be used. The population would be on a prescribed schedule and any deviation would be apparent to anyone monitoring their movements.

The program as a whole created a well-rounded, thorough alternative to the usual juvenile facility. The river condition creates the possibility of utilizing it as a means of transportation to the apprenticeship sites. A workspace to bring their craft home with them would be a useful addition. The academic portion is a pretty standard classroom setting with the resources of a normal school. Ample exterior space would allow for the classrooms to spill out into the exterior. Exercise has proven to be an effective outlet of stress and physical activity; more specifically team sports have proven to be a healthy alternative and release that teaches discipline. A healthy balance between active and leisure space needed to be reached. There were also obvious miscellaneous programmatic features that needed to be incorporated to make the facility feasible.

007 DESIGN DEVELOPMENT

SITE CONSIDERATIONS

natural site boundaries

The site is almost completely land locked. The only open border was to the south. Three different types of boundary were present; natural, industrial, and infrastructural. This first rendition was an attempt to fit all programmatic functions into one facility. The programs faced toward an interior courtyard, where all circulation was to occur.

Design Develop.
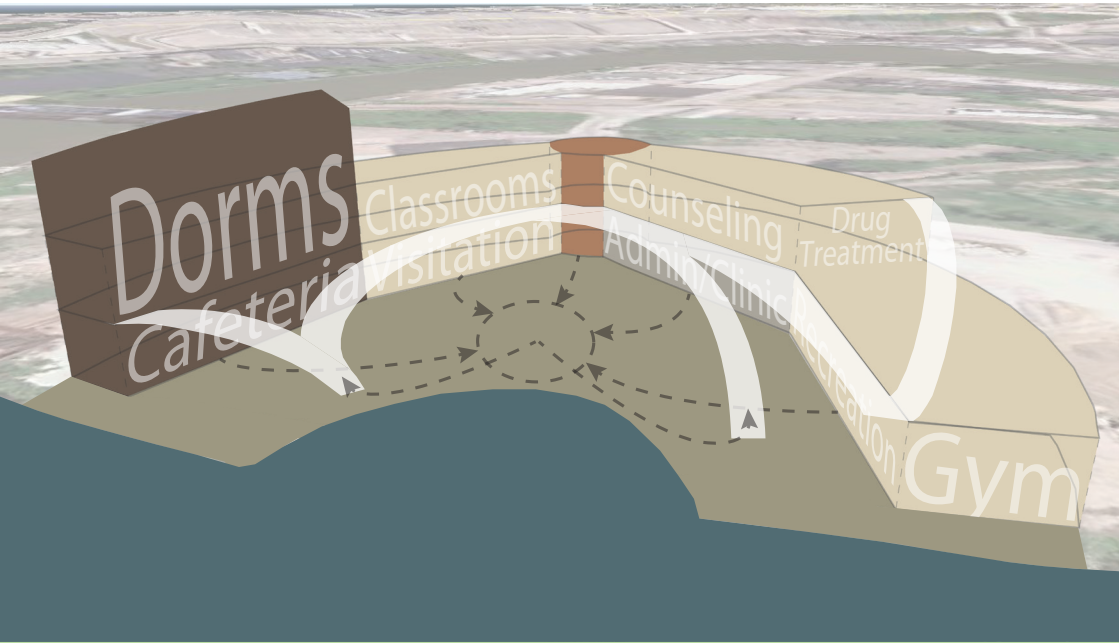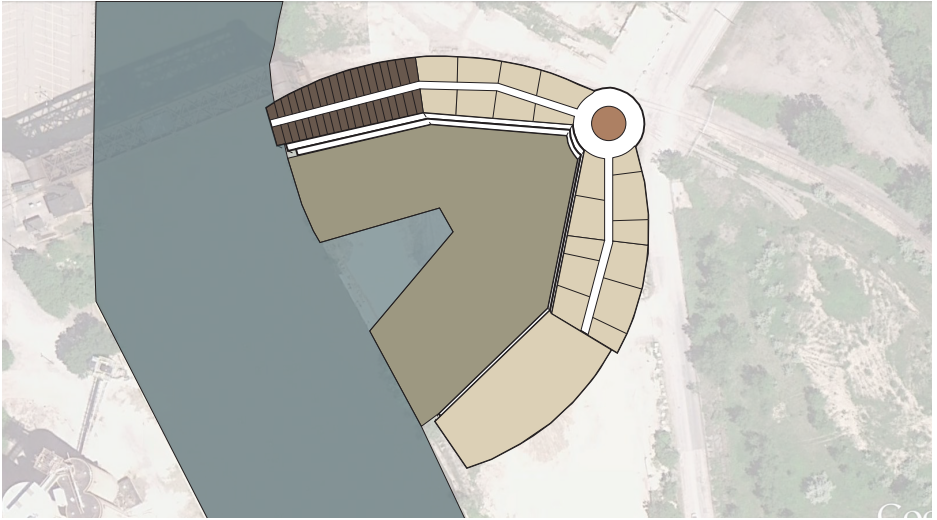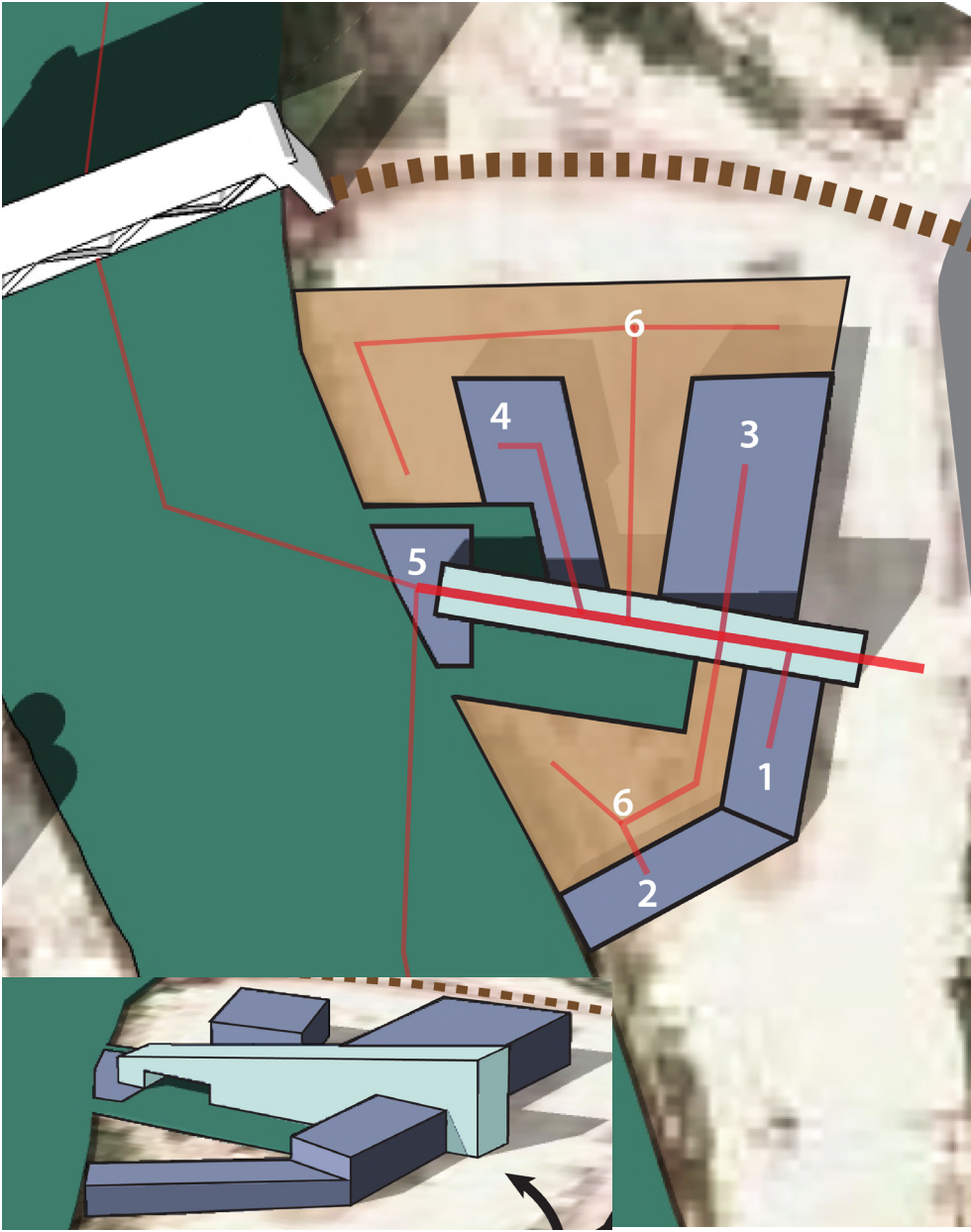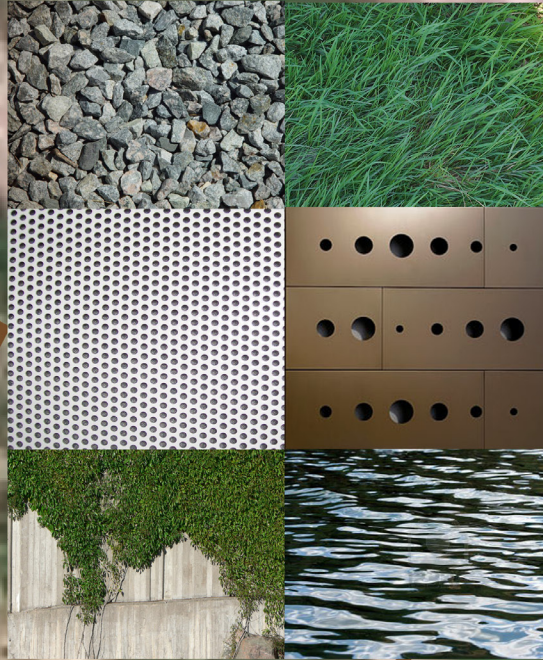
1. Admin. Offices
2. Classrooms/Workshops
3. Gymnasium
4. Auditorium
5. Boathouse
6. Exterior fields

These next renditions were an attempt to utilize the water as a boundary. There were distinct separations between programs with a fair amount of exterior space in between. An overriding main through space was designed to create a single circulation path. Some advantages were the separation of the boathouse from the rest of the facility for added security. There was an overriding sense of community directed towards the interior. There was a consideration to create long site lines, but there was an absence of any actual boundary.

The final development deals with drawing perpendicular lines towards the river. From this they were skewed to create a more interesting landscape. Previous models were referenced and new models were built to experiment with this idea. The landscape ended up being a series of terraces that pinched and stretched. The buildings were sunken into the designed landscape.
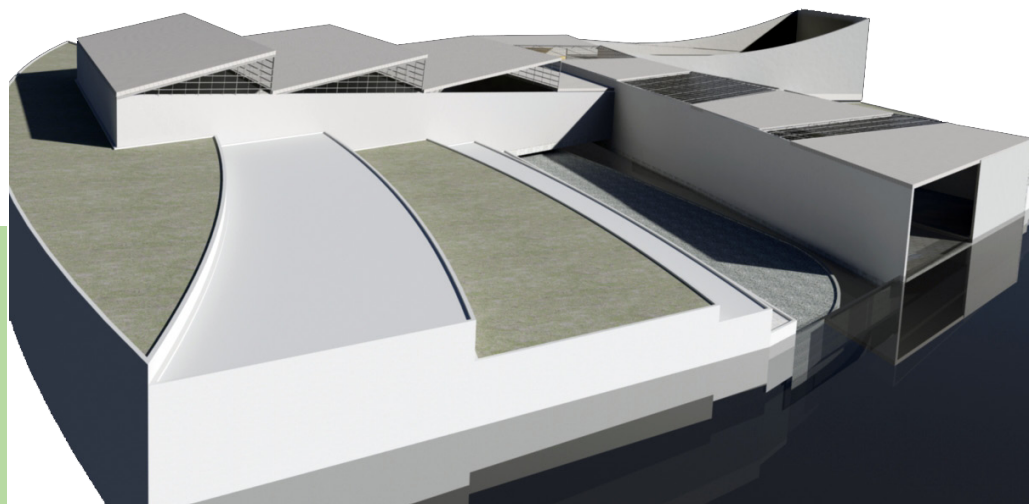
entrance detail

second floor plan

Carter Road
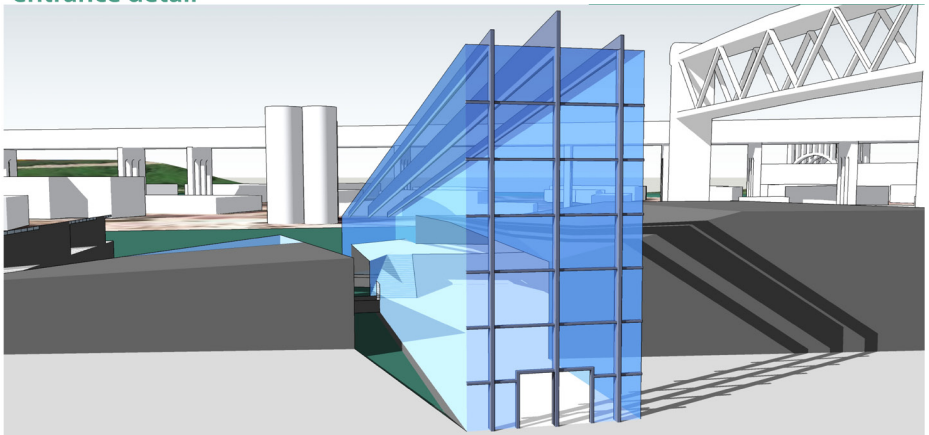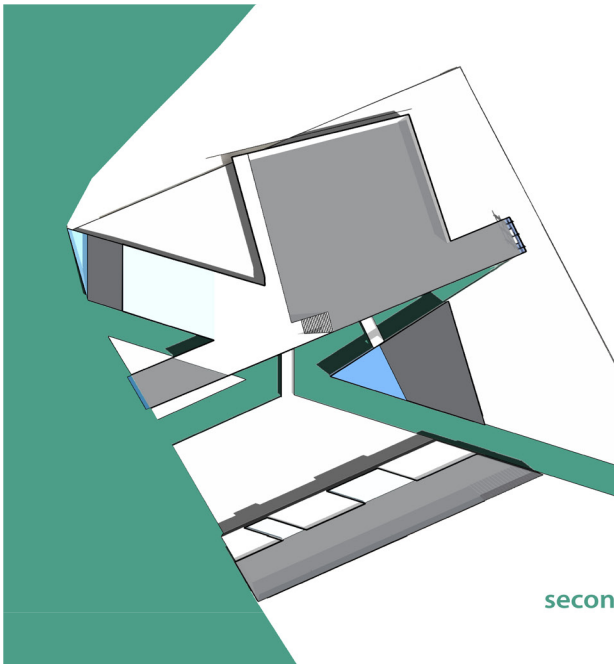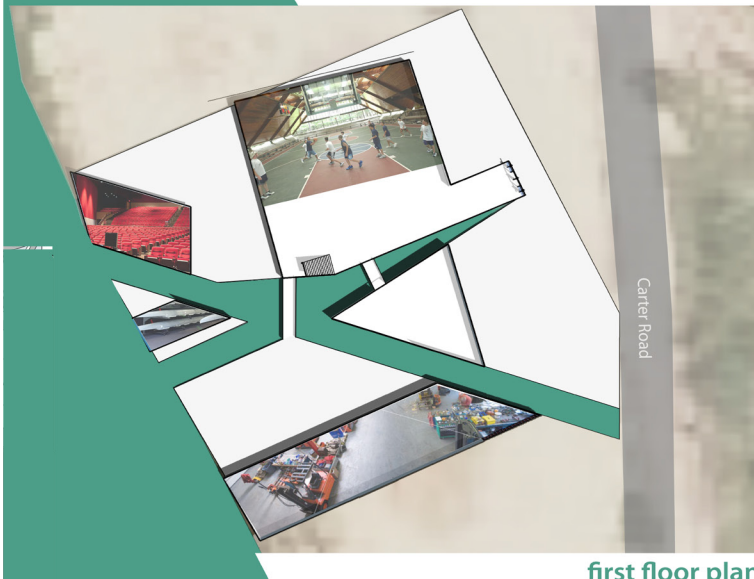
first floor plan
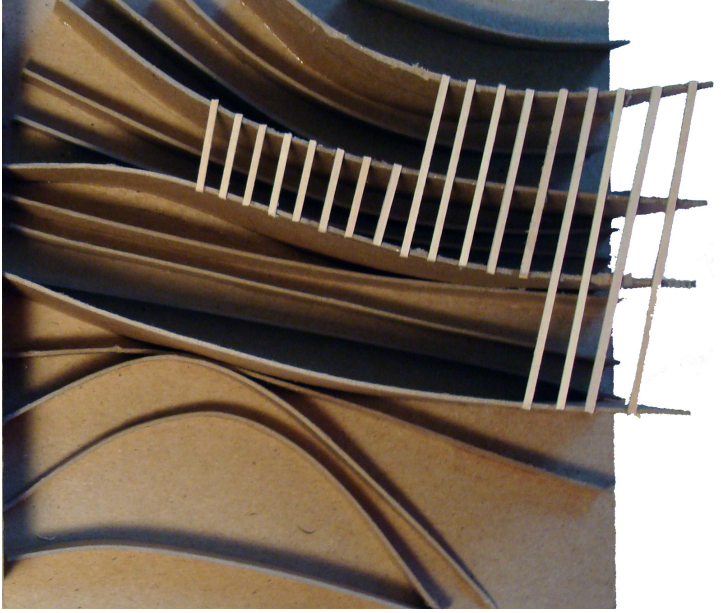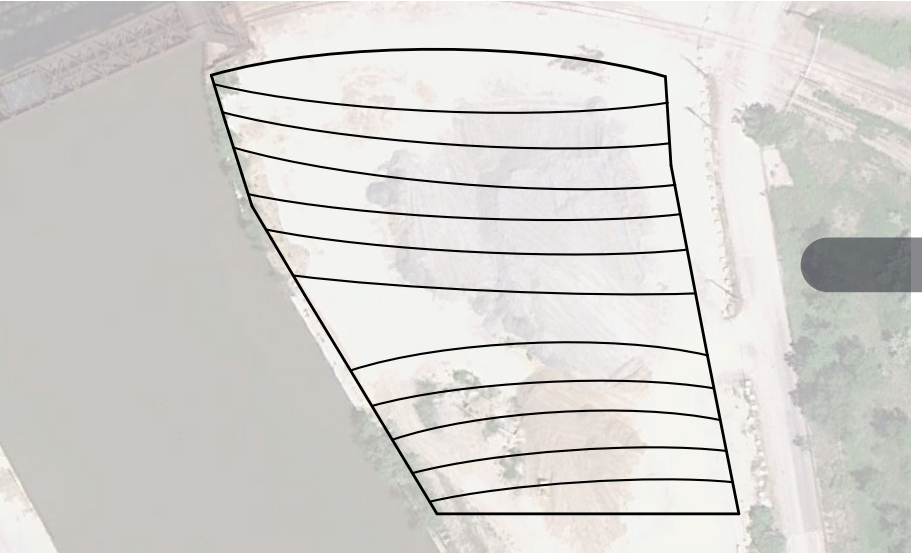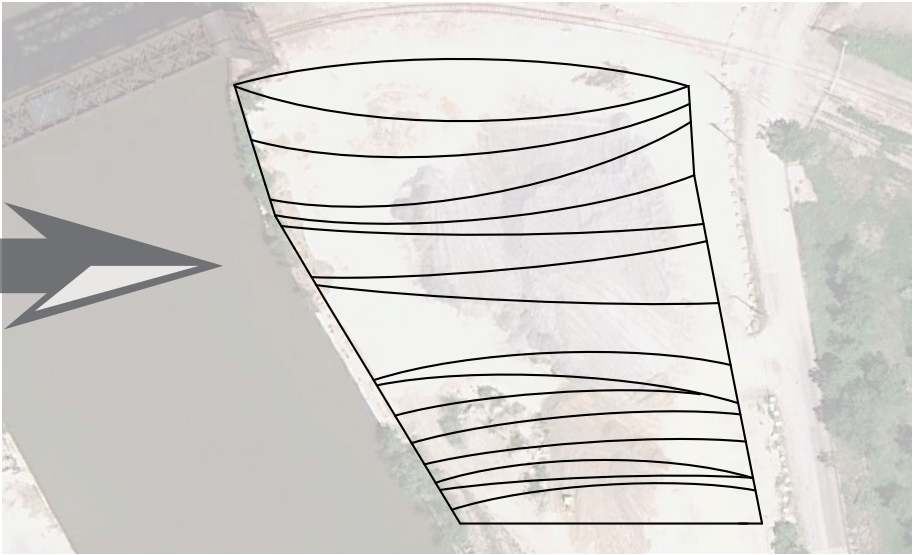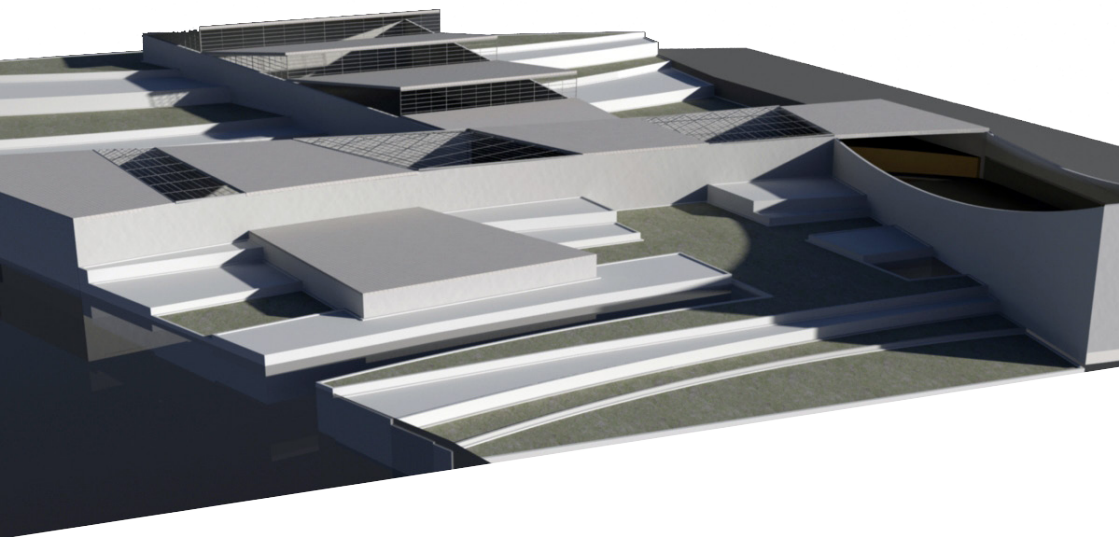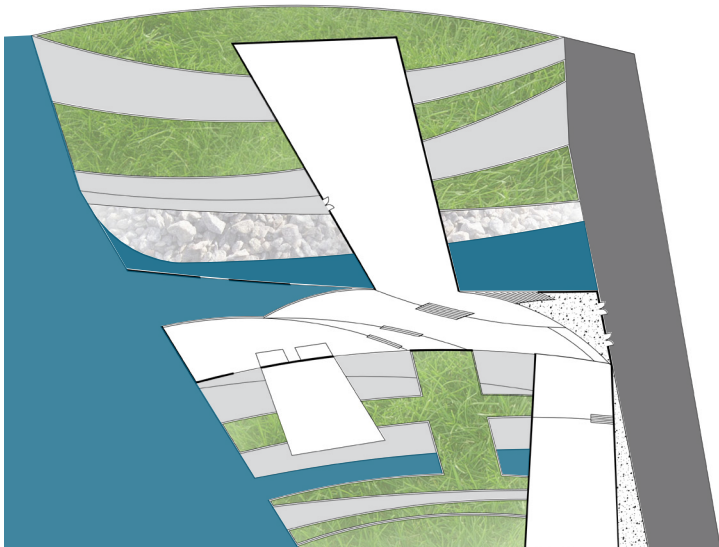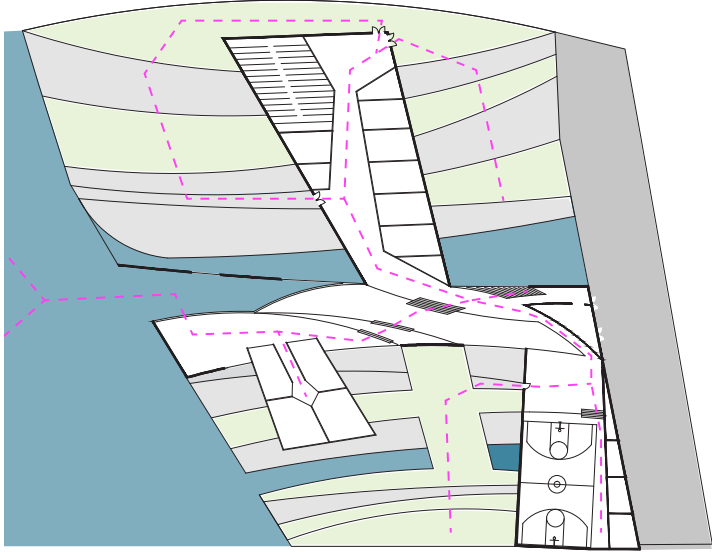
008 FINAL DESIGN

PROGRAM	QUANTITY	SIZE (sq.ft.)
Academics		
classrooms	5	
-1		850
-2		960
-3		700
-4		825
-5		675
lecture space	1	4250
quiet study	1	1750
computer lab	1	2250
library	1	520
restroom	1	450
office	1	120
general storage	1	2300
mechanical room	1	900
janitor closet	1	250
		16800
Job Training		
boat launch/dock	1	2700
boathouse	1	2000
general workshop	1	3200
metalworking	1	1200
speciality equipment	1	1200
		10300
Recreation		
indoor gymnasium	1	6300
cardio/weight training	1	1550
lockeroom	1	2300
showers	1	1100
cafeteria	1	3200
entertainment lounge	1	1600
leisure lounge	1	1400
game lounge	1	2400
restroom	1	475
		20325
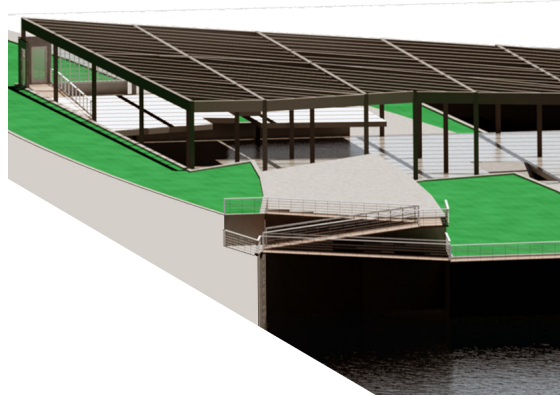
EXTERIOR		
paved space		19600
green space		31250
multipurpose field		46000
		96850
		117,175

Misc

ADMINISTRATION		
general office	1	2435
conference space	1	400
office	3	
-1		170
-2		240
-3		255
staff lounge	1	500
staff restroom	1	170
		4170
vestibule	1	560
food prep	1	1600
parking	20	3600
		5760
		14100

TOTAL BUILDING AREA	**53,755 sq.ft.**
GRAND TOTAL	**154,205 sq.ft.**

Auditorium
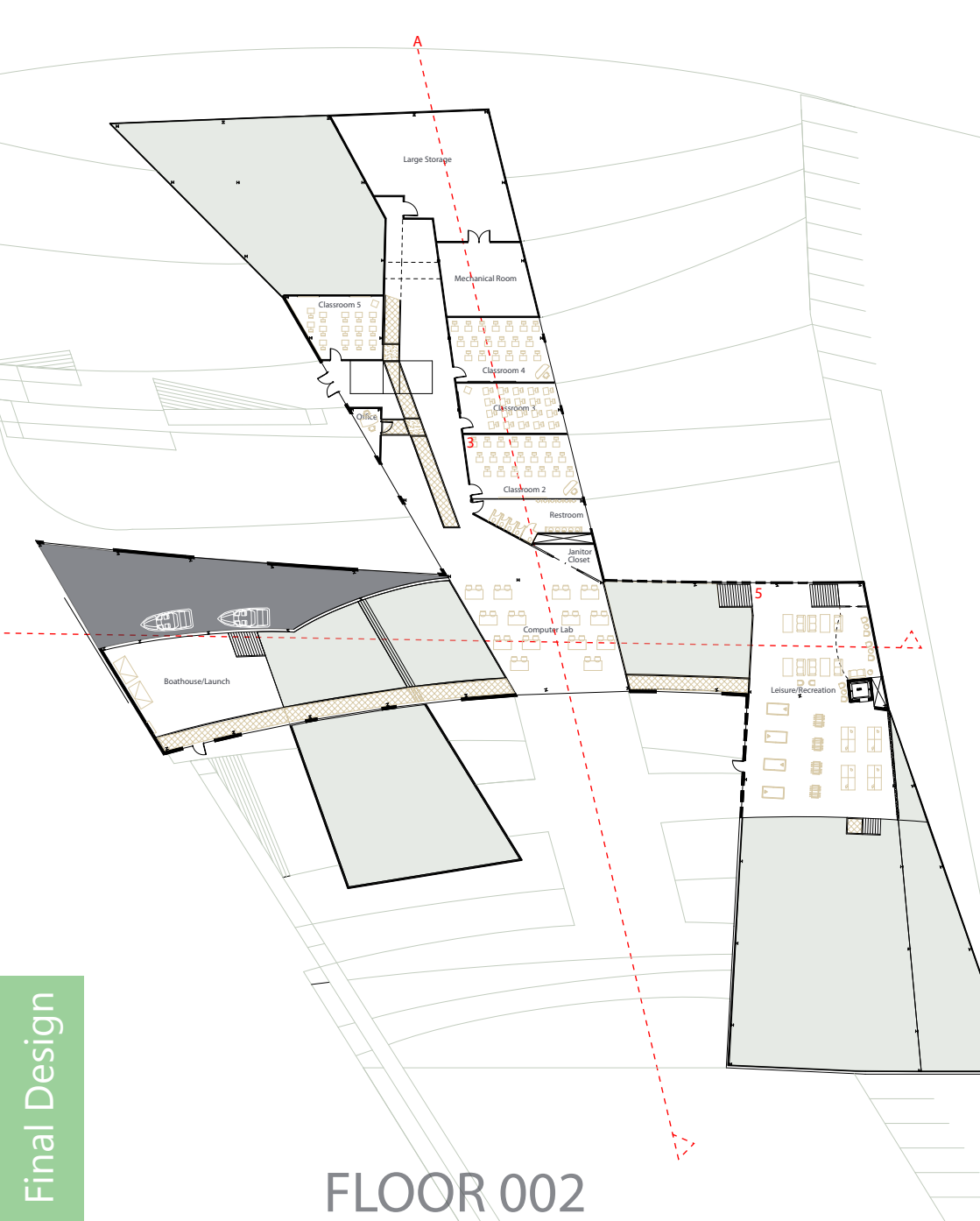
Quiet Study

6

Library

Classroom 1

Vestibule

2

A

8
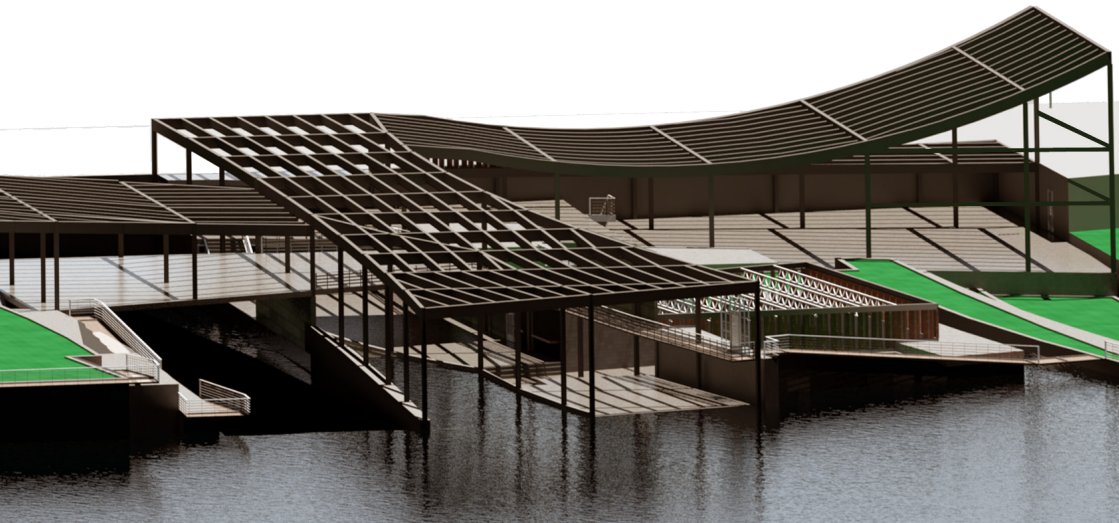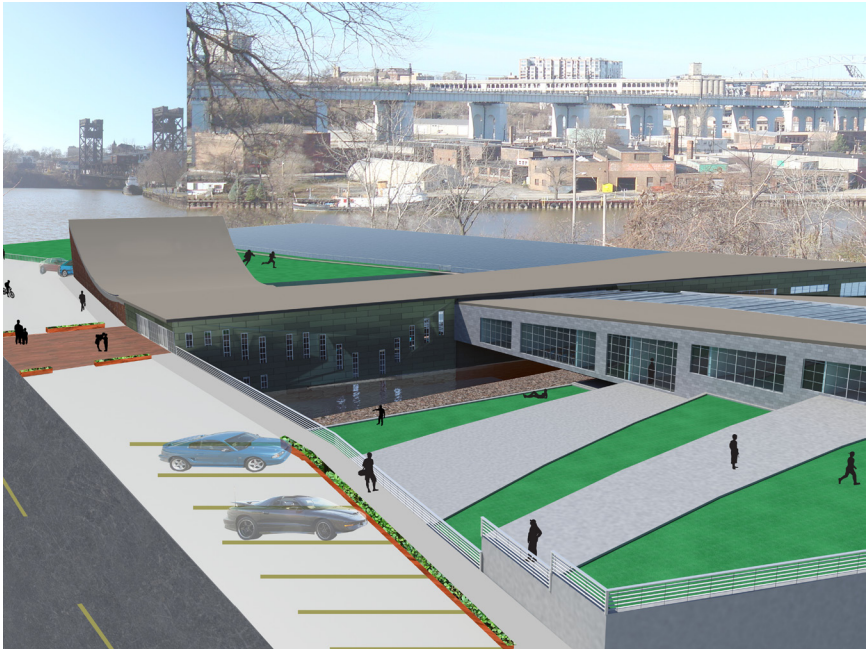
       The design revolved around the river; creating a visual connection with it, or allowing it to infiltrate the site. With the undulating landscape, a barrier is created that has very specific entrance points.
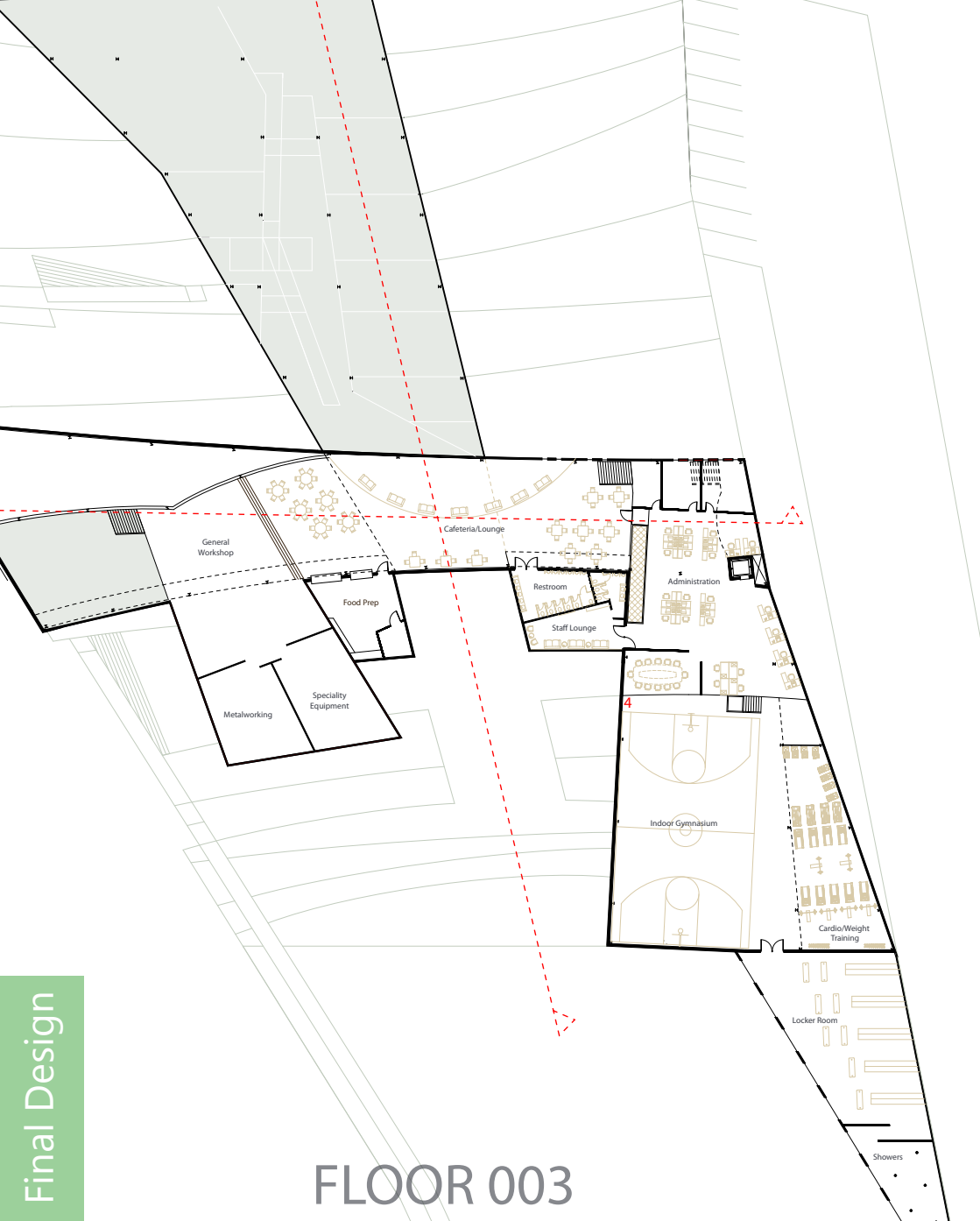
       The structure was a post and beam setup; mostly consisting of W10x54s. Participants enter at the topmost level, which is at the same elevation as the quiet study area of the academic wing. The decision was made to separate landscape completely north of the main building for the purpose of differentiating academic areas from recreation. From the entrance to the facility you are greeted by multiple levels of activity each on different floor plates piercing into the main building.

A

Large Storage

Mechanical Room

Classroom 5

Classroom 4

Classroom 3

Office

3

Classroom 2

Restroom

Janitor Closet

Computer Lab

5

Boathouse/Launch
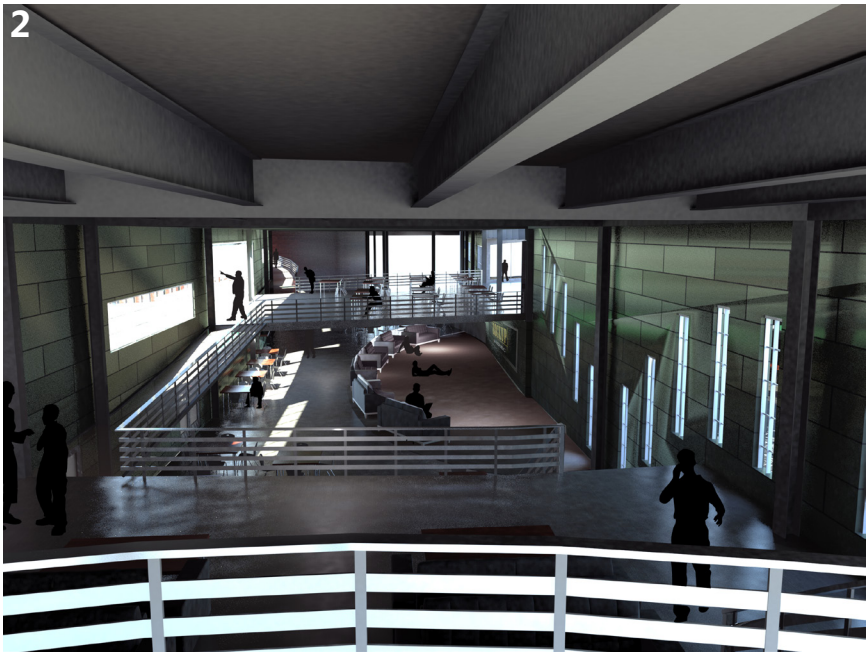
Leisure/Recreation

FLOOR 002

The next immediate level down is the recreation wing. A catwalk leads to the computer lab, as well as the rest of the academic wing; following the catwalk farther leads to the boathouse and the far side of facilities exterior space. In the academic wing there is a walkway that mimics the bridges that cross the Cuyahoga River. This walkway takes you to the second level of academia, which houses the library and auditorium.

General
Workshop

Cafeteria/Lounge

Restroom

Administration

Food Prep

Staff Lounge

Speciality
Equipment

Metalworking

4

Indoor Gymnasium

Cardio/Weight
Training

Locker Room

Showers

FLOOR 003

   The lowest level of the facility houses the gymnasium, administration, cafeteria, and workshop functions. Administration is able to watch over the whole main building as well as parts of the gymnasium. The overarching goal was to create the feeling of community. A very open plan with long views that did not suffocate the user was achieved.
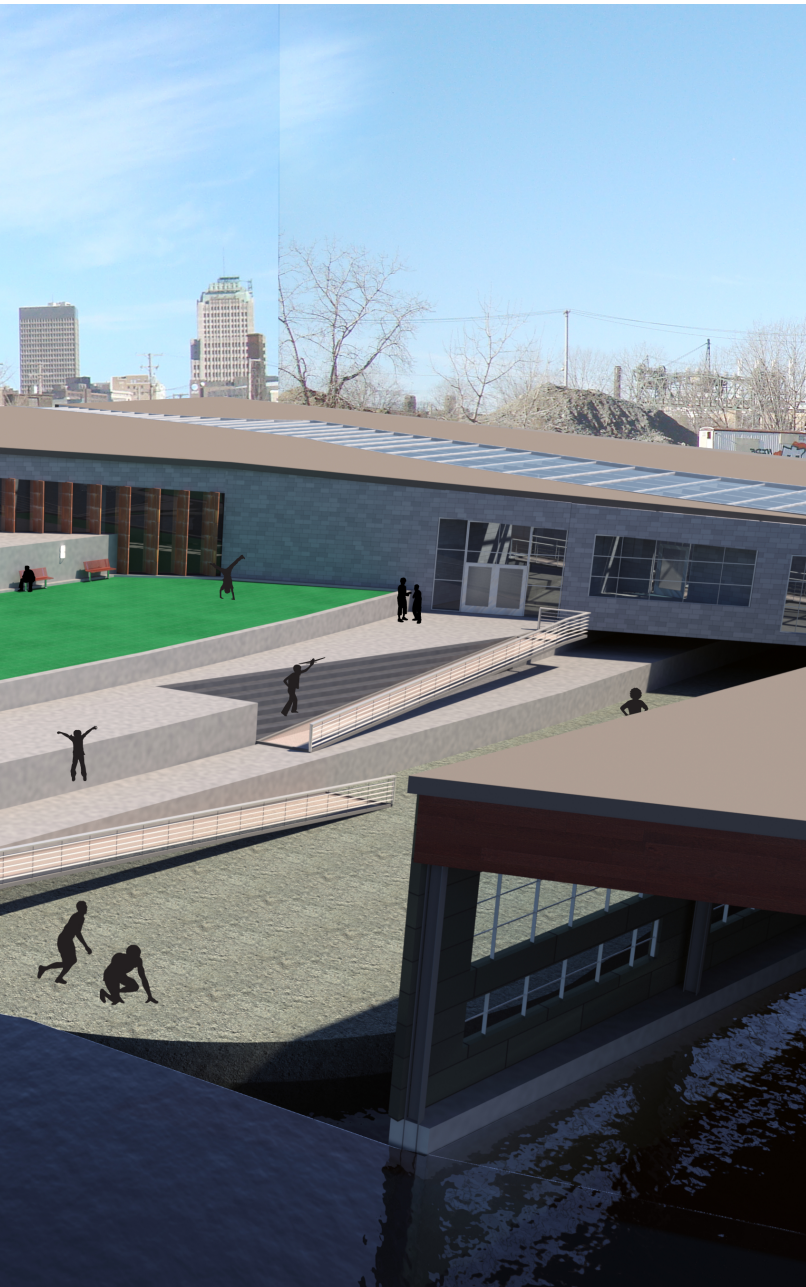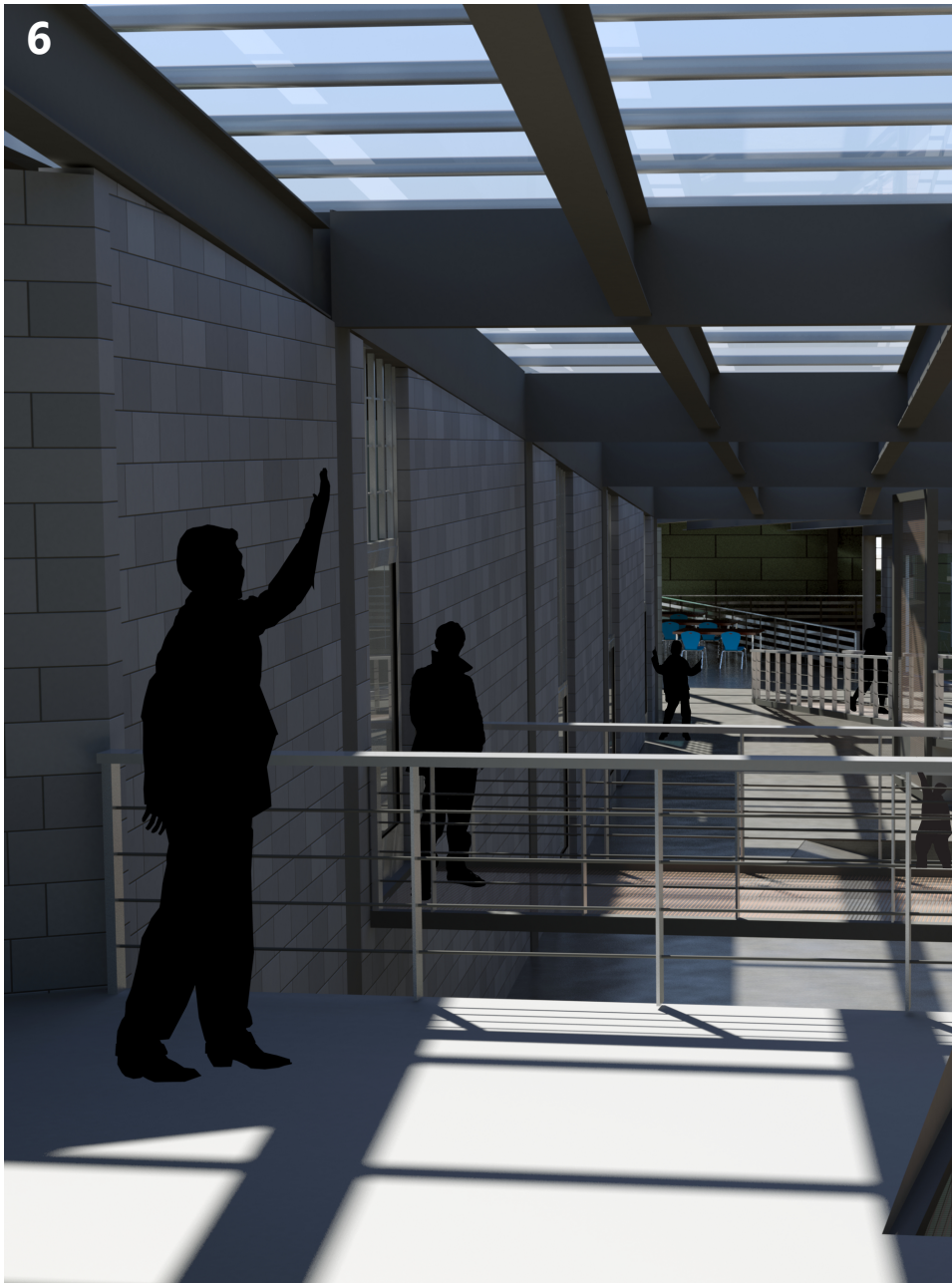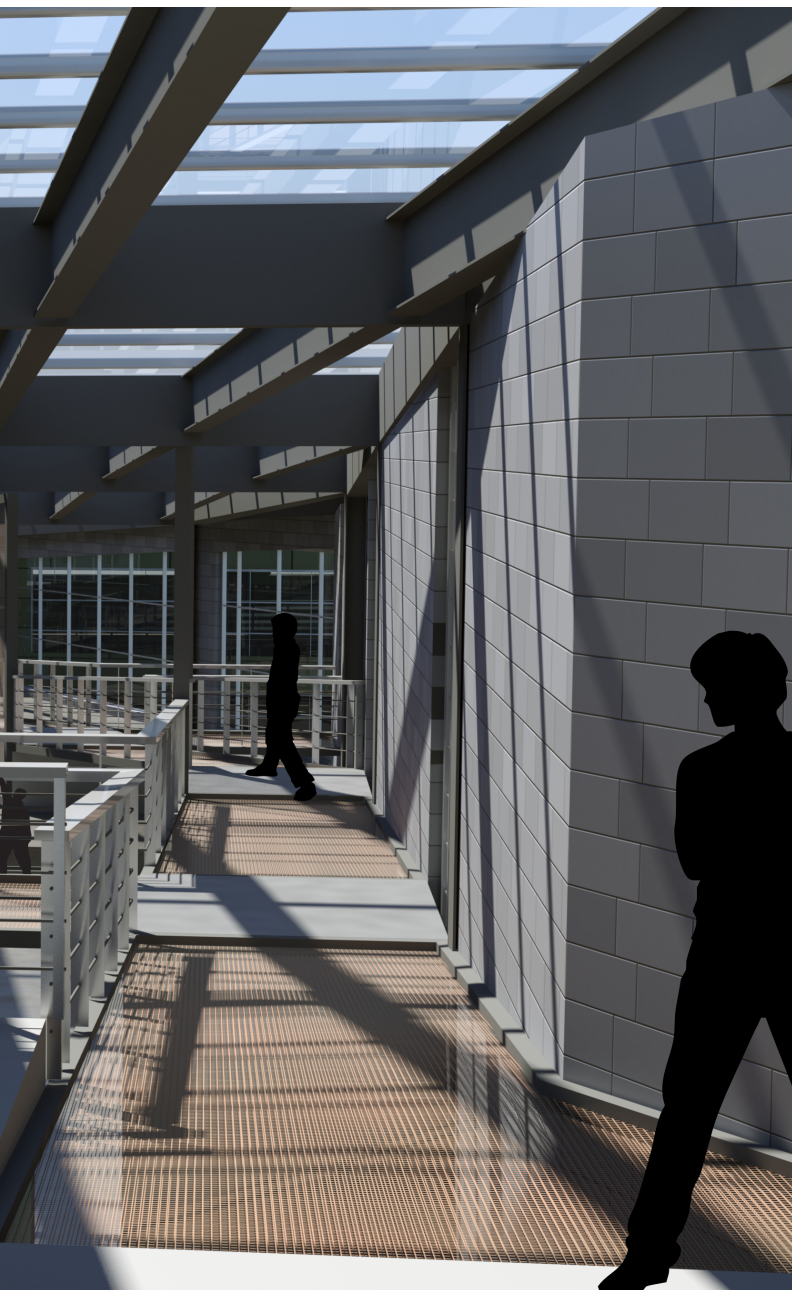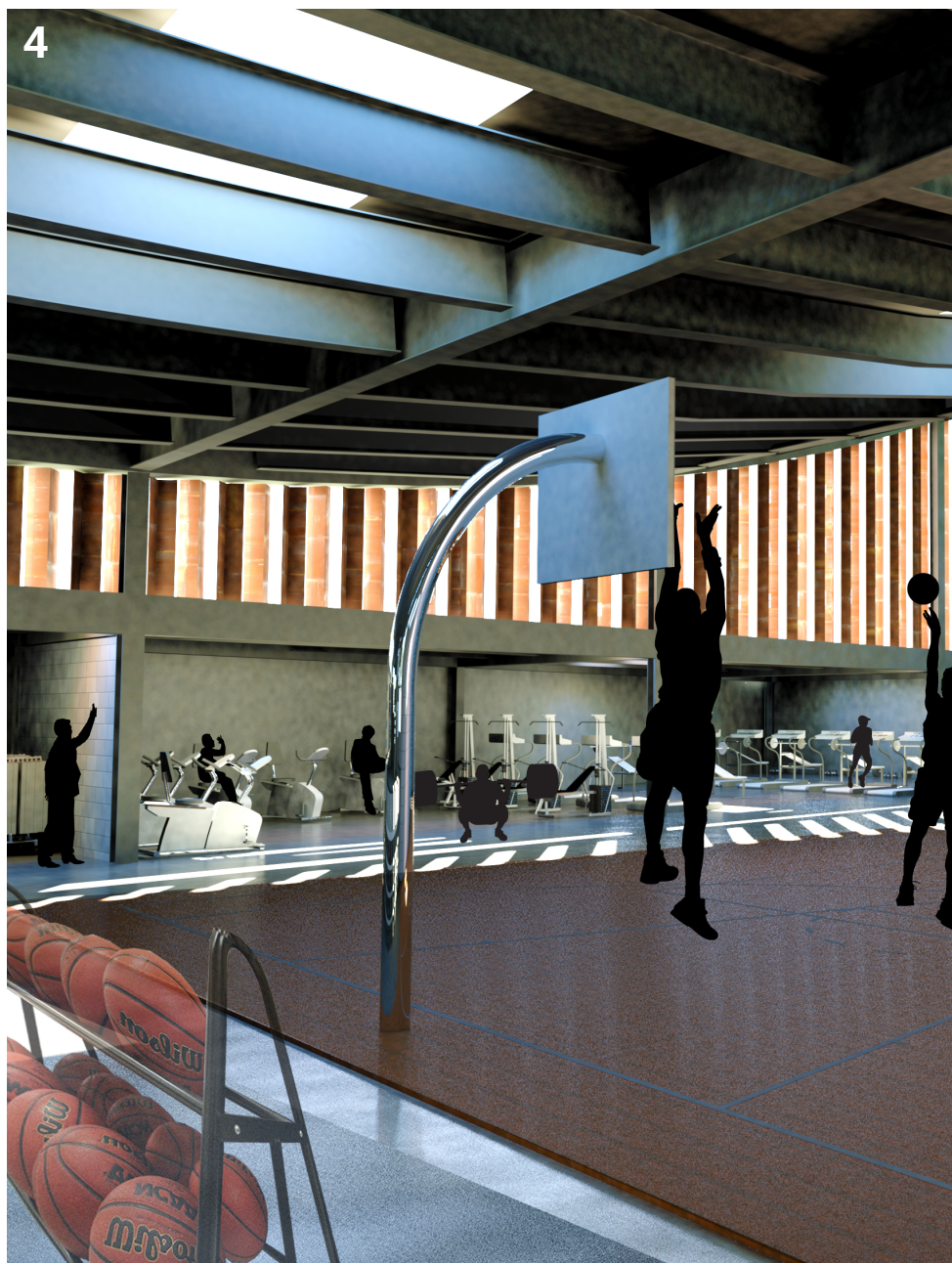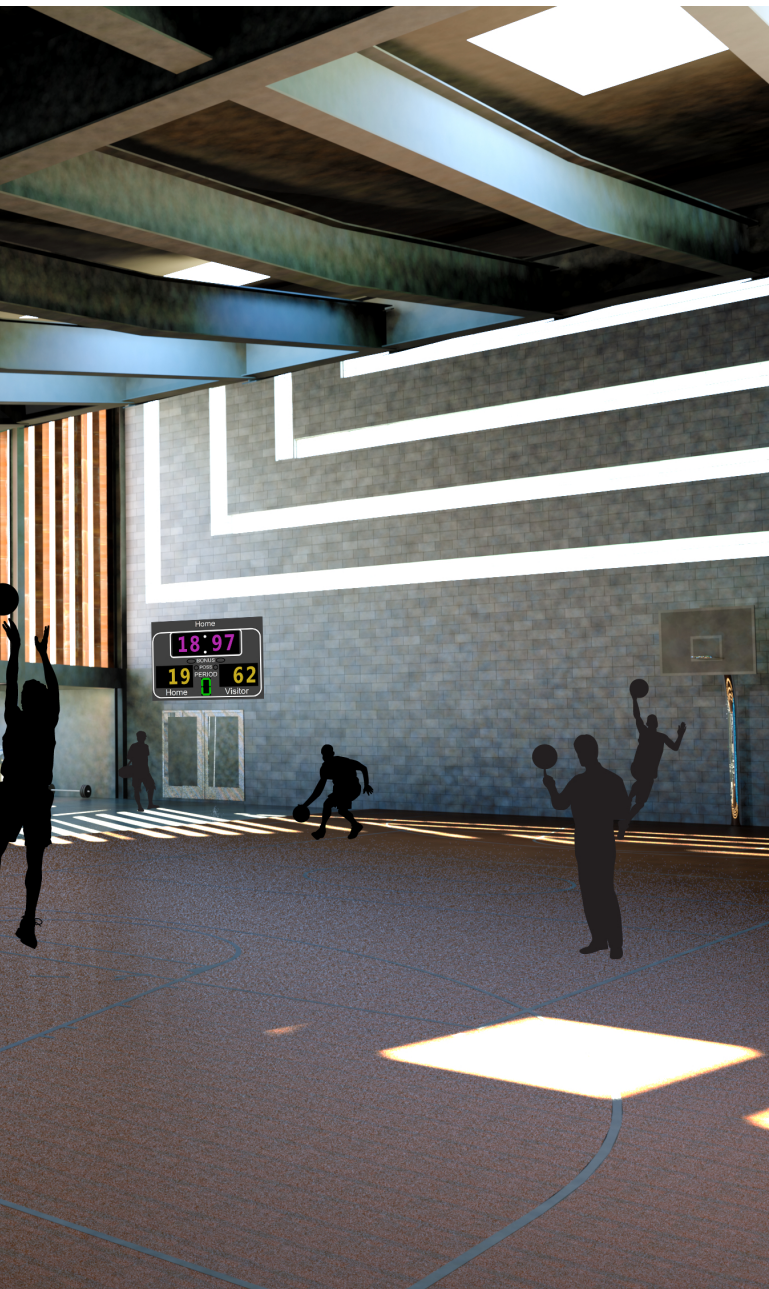
6
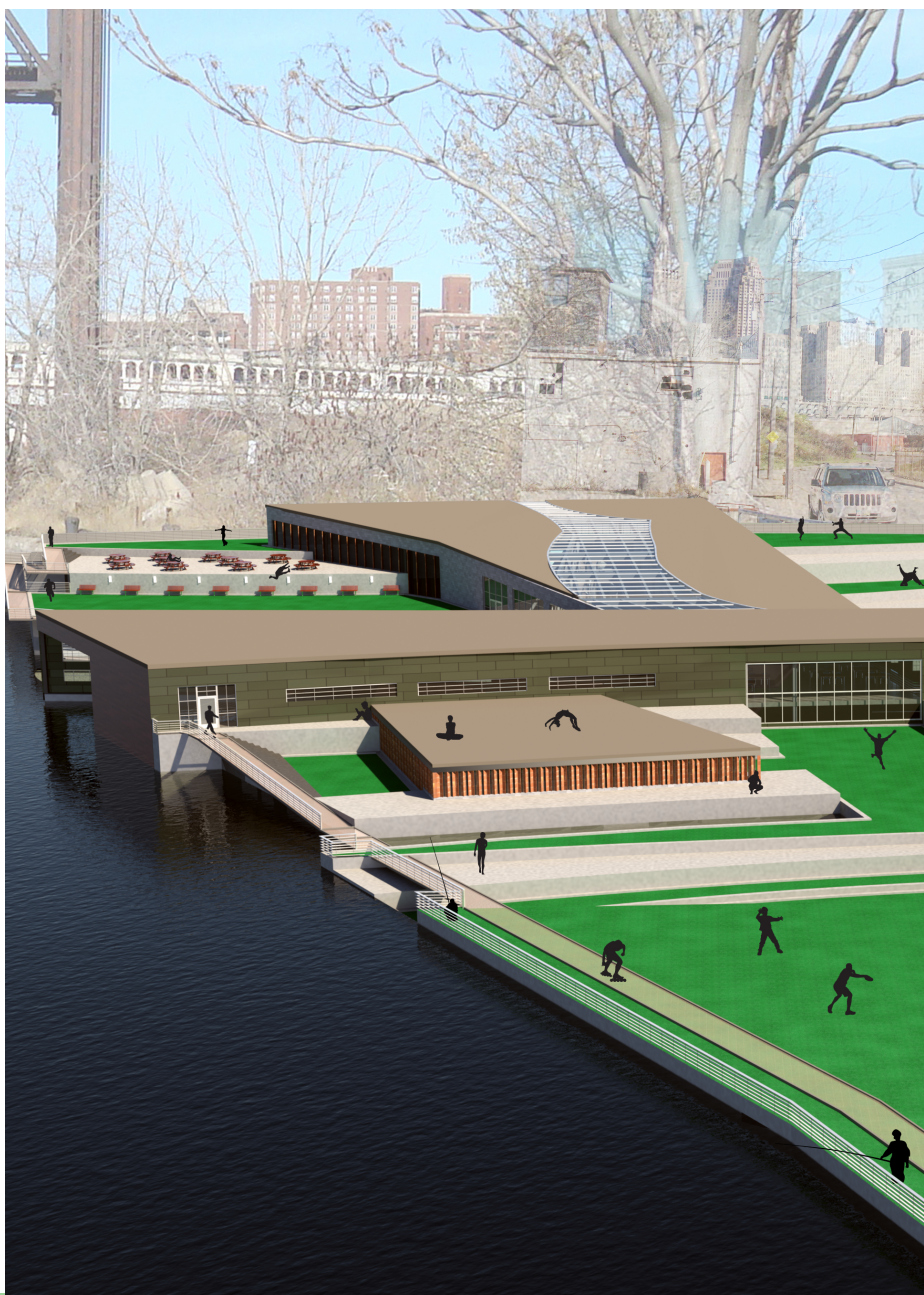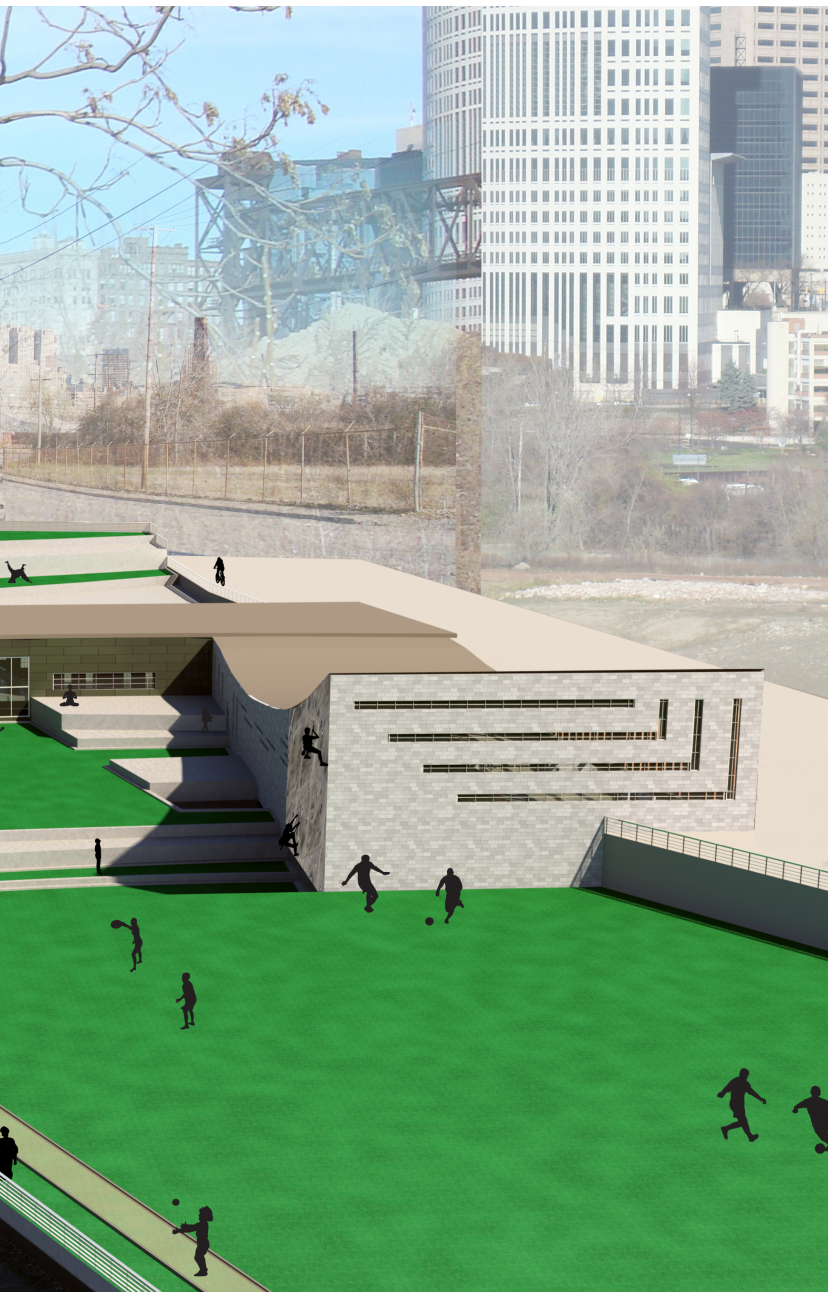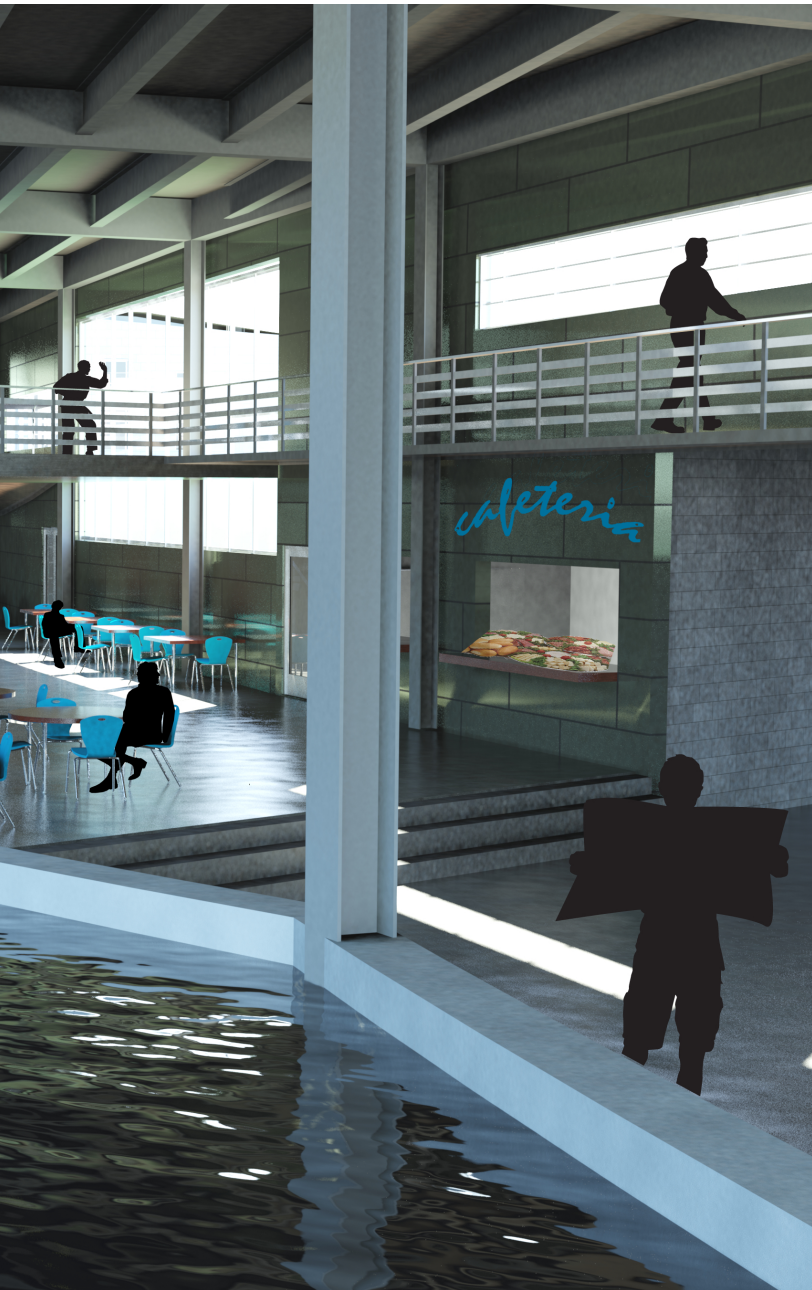
Final Design

Final Design

SECTION B

Final Design
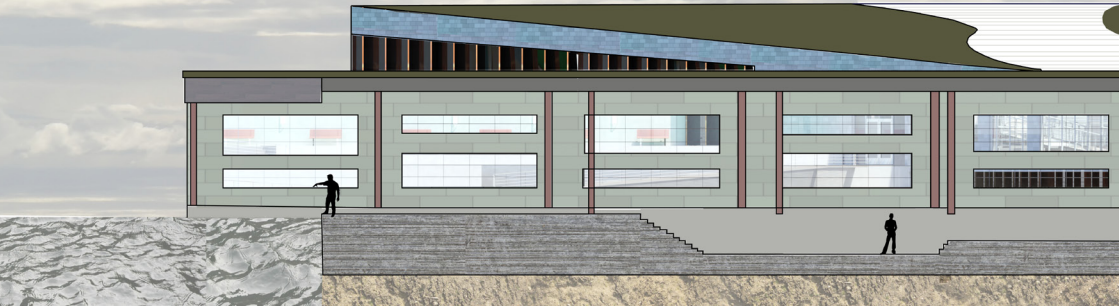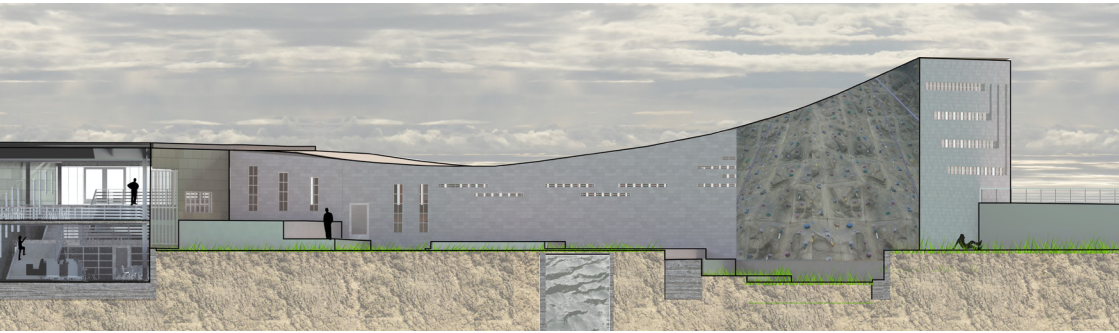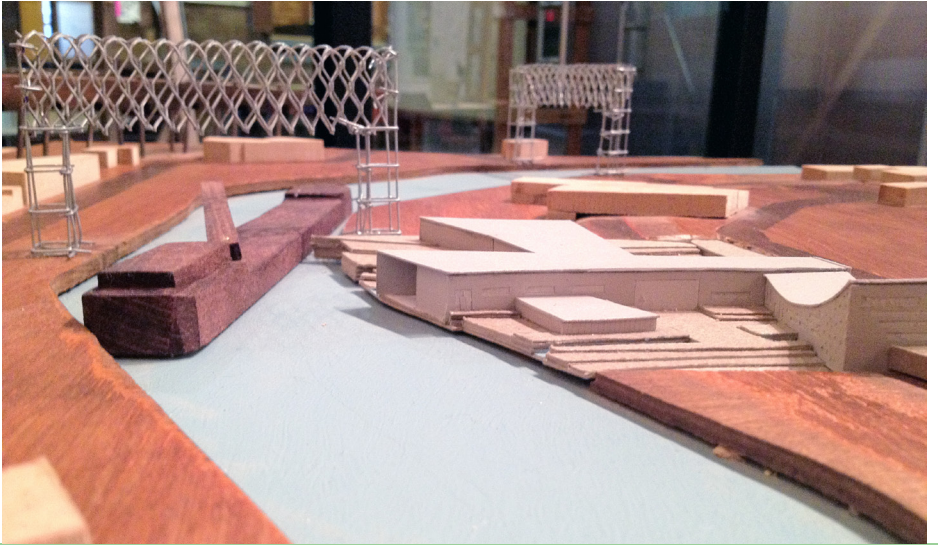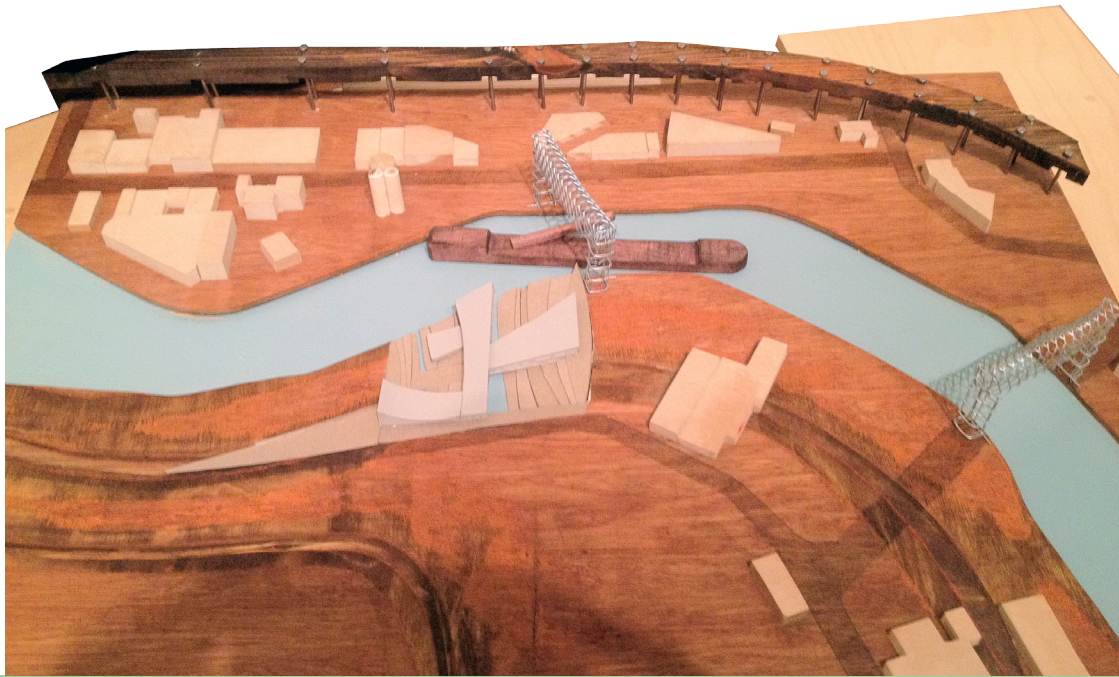
Afterthought

A facility of this scale can do great things for a small number of individuals at a time. In the grand scheme of things this is barely a grain of sand in a large sandbox. The first steps toward fixing our penal system have slowly but surely taken hold; which is informing the public. There are enough behind the scenes look at prison on television and horror stories online to get people involved or at least informed of reality. A decision as a society and country needs to be rendered on what exactly we are attempting to get out of our prison system. Are we looking to incapacitate these individuals and destroy them further? Or are we trying to show these individuals that society has not given up on them, and is willing to put some effort in if they do the same?

Final Design
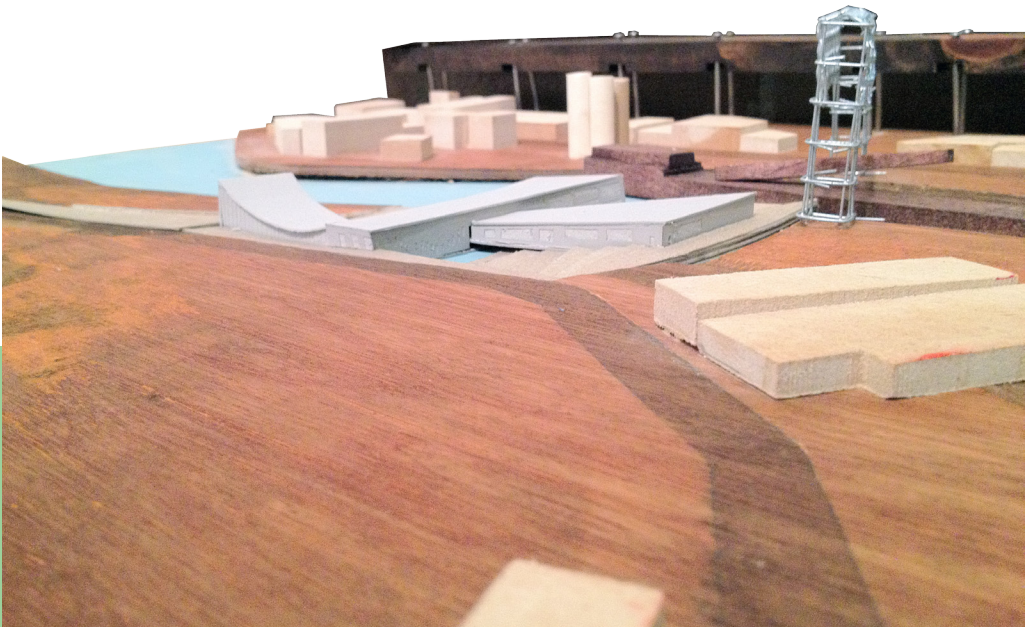
009 WORKS CITED

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