

WELCOME  
s t r a n g e r s

seven hills community center

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Sarah Watson | Design Thesis | 2019



# WELCOME STRANGERS

## DESIGNING A SENSE OF BELONGING

A Design Thesis Submitted to the Department of Architecture and Landscape Architecture of North Dakota State University

By:

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In Partial Fulfillment of the Requirements  
for the Degree of  
Master of Architecture

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# THE PROPOSAL



# Abstract

As people from cultures around the world come to the United States to resettle they are faced with many difficulties, one of them being the sense of belonging. Starting the process of integration, immigrants are faced with cultural differences, economic struggles, and stereotypes. Immigrants are the resettling of humans into a new country. This term is different than emigrants, which are humans who seek to resettle but that haven't reached their destination. The process of settling immigrants into a new society or community and culture is the definition of integration. The idea of lost identity or being faced with discrimination are sometimes the negative outcome of immigrant integration but many immigrants dream of new opportunities prevail.

In many cases immigrants migrate to the United States for education or employment yet in some circumstances it can be unsafe conditions from their home country. Immigration tends to be in the trending political issues and this tends to create an unwanted and unwelcoming atmosphere for immigrants. This can leave an immigrant feeling invisible and isolated, and soon their image of new opportunities dissolves away. All these challenges could be lessened by having a sense of belonging. This missing connection of an immigrant's sense of belonging and their community they resettle into is the topic of this thesis. By researching, interviewing, surveying and designing this thesis aims to provide a deeper understanding of the process involving immigrant integration and how architecture can support new comers into the community.

Designing a community center with a focus on creating a stronger connection between immigrants and the community. Designing a program for the center to support those wishing to become a citizen, such as a library or a startup bank.

Multipurpose rooms and learning kitchen will be apart of the program to get the community involved as well as a daycare or greenhouse. People are always on the move, and for those who are moving to a new place it is up to society to make them feel welcomed. This thesis will rely on words of others, especially immigrants, on what design can do for them.

Architecture creates a space for people to gather, it brings people together, this creates a shared bond and that bond will play a large role in this thesis.

## Narrative

Architectural spaces can be designed to be a resource for immigrants integrating into their community by creating a connection between the two cultures and society.

This thesis is tackling the political issue of immigration integration. In society there seems to be a negative stigma towards immigrants and refugees, creating a feeling of unwelcoming and fear. For many reasons such as education, employment, or economics, humans uproot their lives in search for new place to call home, many resettle in the United States. There are more than 43.7 million immigrants in the United States in 2016 and it is only going up. (Zong). In fact one of six U.S workers are immigrants (Zong). As leaving one's home country to integrate into a new one, the possibility of losing one's culture weighs heavy onto their future. Feeling as if forgetting your own culture to assimilate creates a loss of identity. The process of entering a new country should be one that is welcoming and helpful yet instead it is one that is cold and confusing. Immigration is a political issue as the U.S government cannot decide where they see the future of immigration. Looking at the political spectrum, one side creates policies for stricter immigration laws in order to make the country safer while the other side wants an increase in immigration as it how the United States grows. The mass population of the Americans lie somewhere in the middle of these two sides. The unknown status of immigration seems to stir up social issues in the public and tends to put immigrants seen as lower standing. Many communities do not see the benefit of immigrants and how much they have to offer not only our culture and country but as a person and a friend. The issue of immigration is not only a political one but a social one as stereotypes, hateful thoughts and the lack of respect are what immigrants face every day by the public. Something must change but understanding how, that is the question. This thesis will be analyzing on how to solve a part of this puzzle through the eyes of design.

This topic is one that a country should not hide away from, but to understand and search for an answer.

The relevance of this thesis topic can be seen in everyday life, . The architecture profession can no longer take sideline spot when it comes to political issues especially like immigration. Using the design knowledge to better the way to create a welcoming atmosphere

to show the United States as a country of hope and opportunity, instead of conforming and despair. As architecture deals with much more than just buildings but developing good design for people who will inhabit them. As architecture brings people together, people embody their culture, thus architecture can bring cultures together too. Immigration is a system to help people find a new place to call their own and so this thesis will combine the two to benefit not just immigrants but also to take a step back and understand design from a different perspective in hope to benefit the public too.

In the sense of design and belonging, an integration community center can be thought of a solution. A place not only to have resources for new comers to this country but also a place to effectively interact in the community. This is how two cultures can combine but not take away from each other. Designing with respect, the space will be a sense of belonging. A sense of knowing who one is and who they want to become, a place to make bonds with others who may be different, a design that is thoughtful and intentional.

Research will include analyzing the different actions, thoughts and feelings immigrants have when integrating into a new country and delegating where the needs are. Only then can there be a development in a design and a program to better the process to reach the goal of a sense of belonging. Using research methods such as case studies, analyzing the effectiveness of integration centers, and using an interview process of immigrants, or people who grew up in a different culture. Understanding what it requires to balance of cultures and how to see design from an new-comer's perspective.

Ideally, through this thesis the architecture profession will be able to take away a few things such as:

- Being more conscious on who you are designing for.
- Designing a space to connect humans from all kind of different backgrounds.

# Project Typology

## TYOLOGY:

Cultural Community Center

## CONTEXT:

International District in Seattle, Washington

## IMPACT:

This thesis project will be designing a program and a building for immigrants to experience a smoother process of integration. The typology for this project will be more community center and also have resources that an immigration center would have.

The goal for this design is create an architectural space that is welcoming and minimal while being sustainable and a space that brings the community and immigrants together. There are other buildings out there that relate to this typology in the sense of an immigrant center, but this project will focus on a center that depends on community involvement. Because immigration has been happening throughout history there can be references into different parts of history when it was better and when it was worse.

Looking at other countries policies on immigration can also prove to be a reliable resource to fully decide what the best plan of action is for this problem.

## Case Studies:

Ellis Island  
KB Youth Step  
Surry Hills Library

“People come here penniless but not cultureless. They bring us gifts. We can synthesize the best of our traditions with the best of theirs. We can teach and learn from each other to produce a better America.”

-Mary Pipher

# Ellis Island



Boring and Tilton



New York Harbor, NY, USA



Immigration Station | Government



Island - 1892      Building - 1900



Roughly 150,000 square feet



## Summary:

Between the years 1892 and 1954 there were nearly 17 million people that passed through Ellis Island and settling in the United States with only about 3% being denied access. About half of all citizens living in the United States can trace back their history to their ancestors migrating through Ellis Island. The largest gateway into American officially closed its gates in 1954. This island was 3.5 acres located in New York Harbor, as immigration started to pick up the island grew to 27.5 acres, that eventually held 33 buildings. During this time the New York subway system was being developed and they used the excavated material from construction to make the rest of the 24 acres of Ellis Island. (Immigration, 2015) (Scholastic Inc.)

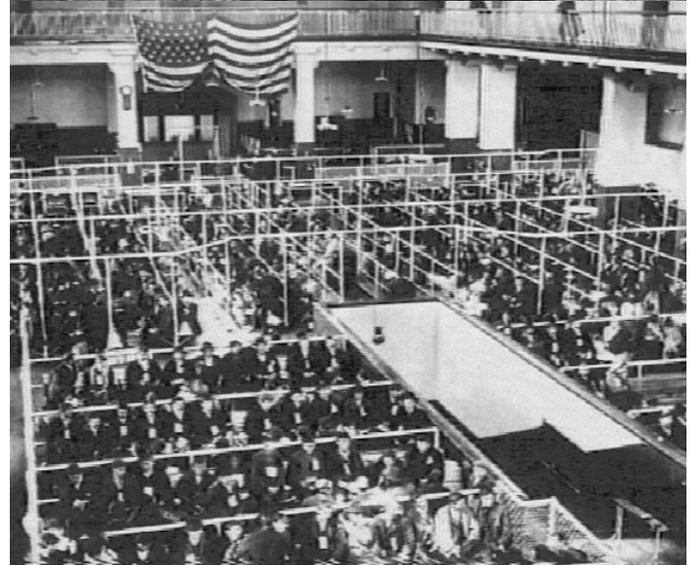
The Main Building was known as the immigration station on the island and it is where all immigrants went through. This station was designed in 1897 by the Boring and Tilton, a New York firm and was completed and operating by 1900. (Wikipedia, 2018) The original requirements for the building was to process 5,000 immigrants a day so the main problem was circulation and how to process this many people at once, this process could have taken up to 7 hours. This design was suppose to accommodate around 500,000 immigrants per year, yet in 1907 there were doubled that amount. (Immigration, 2015)

The Immigration station was French Renaissance style, designed with red brick and limestone and granite trim. The detail work on the facades made it easily identifiable. The main space in the building was 63,000 square feet, that combine with the grand style effect on the East and West sides created by the triple arch entries made a lasting impression on new immigrants as they took their first steps into America. (Scholastic Inc.)

The 3 story program of the building included offices, baggage room, money stalls, dormitories, dining, kitchen, showers, medical exam rooms, judicial rooms, detainee rooms, and a gathering space.

Like today, there are a series of requirements in order for an immigrant to pass, one is a medical, next is a judicial, and finally they had to answer 30 questions such as their name, or what their occupation is. (Scholastic Inc.)

Figure 2



# Ellis Island



© Alamy  
Figure 3

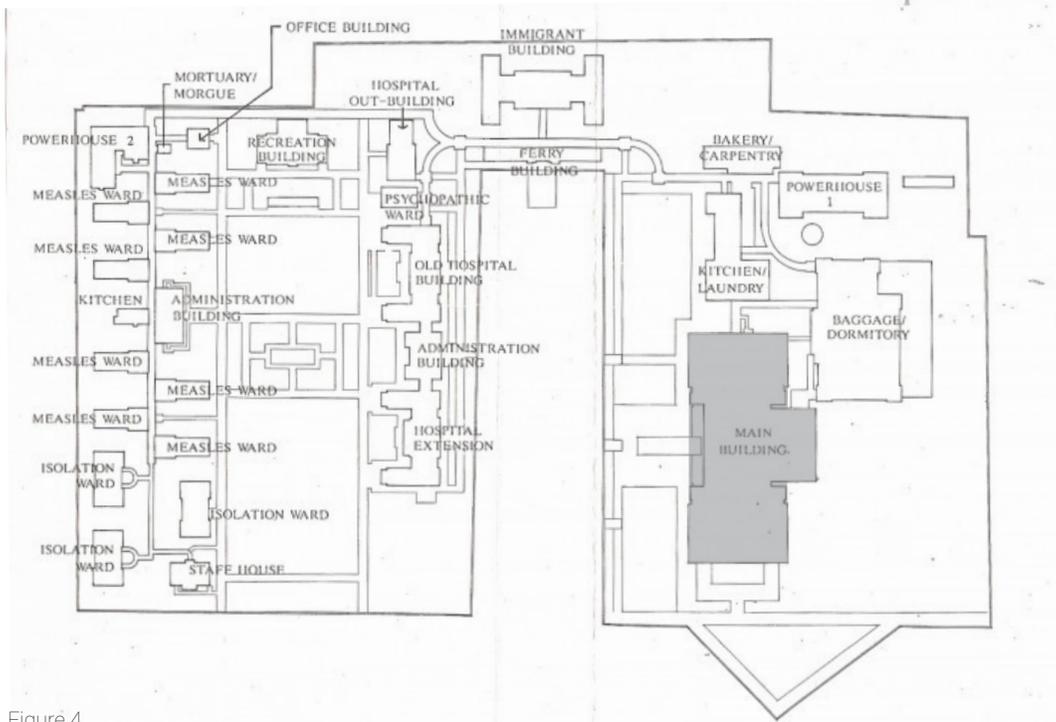
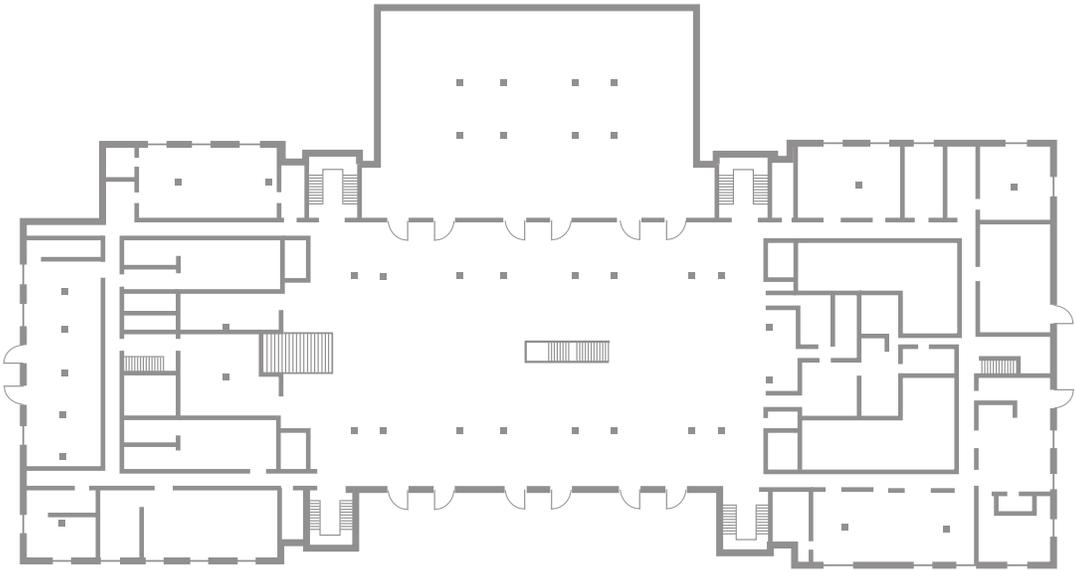
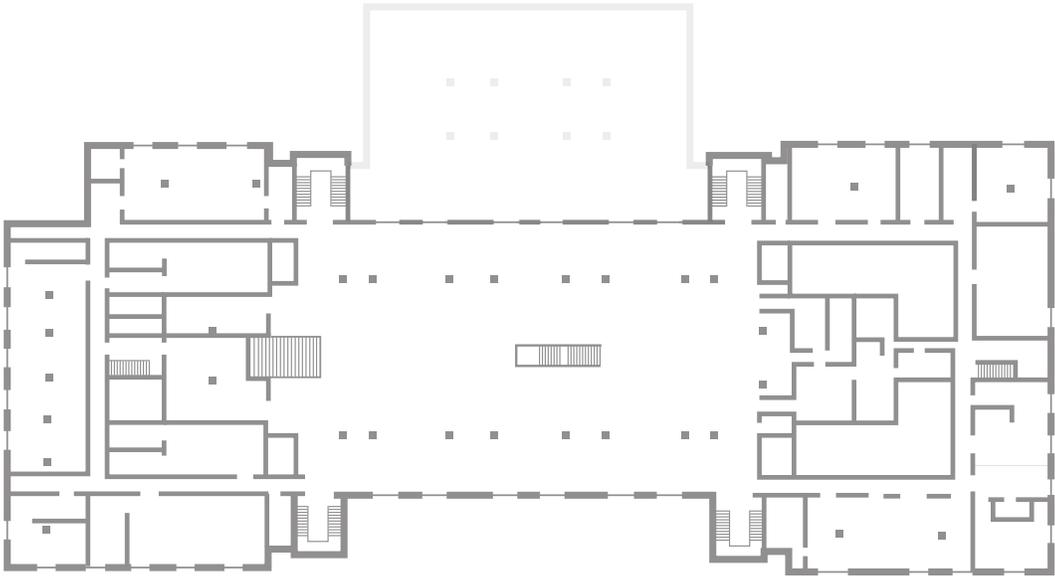


Figure 4

# Floor Plans



FIRST FLOOR PLAN

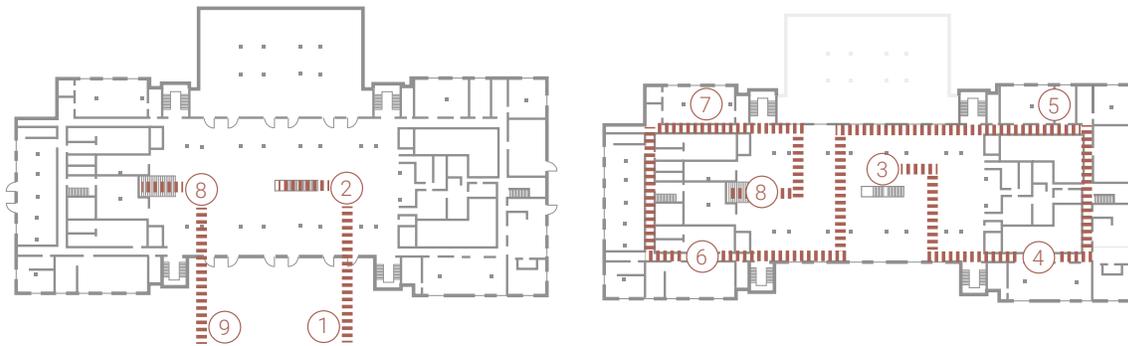


SECOND FLOOR PLAN

## Spatial Diagram



## Circulation



## Structure



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### Spatial Analysis:

In the spatial diagram the yellow areas are the main gathering spaces, the tan areas are offices and administration, the green areas are public spaces, the red areas are the offices that medical exams were done, the blue areas are the offices where judicial exams were done, and the gray areas where immigrants that were detained were held. (Congress, 2001)

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### Circulation Analysis:

1. Front Entry
2. Baggage Room
3. Registry Room
4. Medical Examination
5. Detainees
6. Judicial Exam
7. Detainees
8. Stairs of Separation
9. First steps into America

While designing the Immigration station circulation was the main focus. The process of after entering the building an immigrant was immediately directed upstairs to continue with the next step. While they were going up the stairs the medical staff would watch thus working well with the circulation. While circulating in a figure eight on the second floor does not seem logical, looking closely it was planned this way so one wing is medical and the other is legal. Overall the layout was successful and help many immigrants reach their dream. (Scholastic Inc.)

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### Structure Analysis:

The structure of the Immigration station was made up of brick and limestone trim, by the main load bearing walls were on the outer perimeter of the building, it stretched long spans with columns to create that large open space for the baggage area on the first floor and then the registry room on the second floor. (Congress, 2001) (times, 2009)

# KB Youth Step



Faculty of Hongik University School of Architecture



Seoul, South Korea



Stair Plaza Public Space



2018



1,261 meters squared



Figure 5



Figure 6



Figure 7



Figure 8

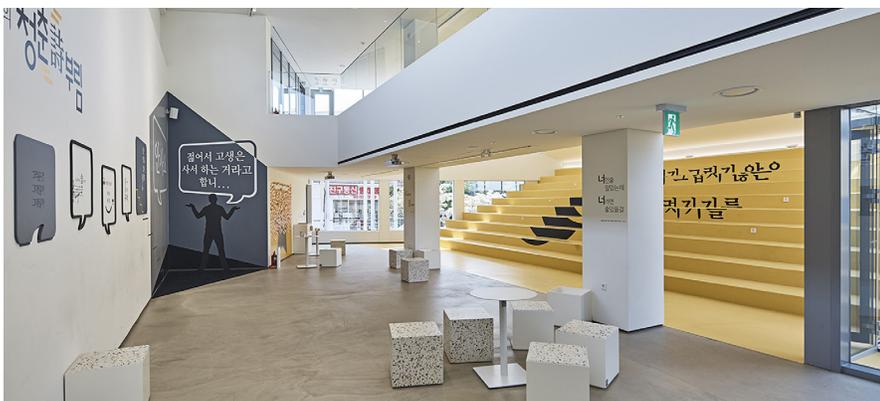


Figure 9

## Summary:

The Seokyo bank building of the KB Kookmin Bank was designed by Space Group in 1968. The KB Youth Step then took this space and transformed it in 2018 into a cultural facility designated for young people. (Hongik University) Using a public space as a stair plaza it brings a vertical element into a very linear space. The pop of color attaches the younger generation, the interactive space also attracts the community as its a place to sit, gather, explore, take Instagram pictures. The space is open to the outside and has a rooftop patio to connect the user to the environment. Overall this design was meant to be vertical and it was a new and interesting way to incorporate public spaces into a community space. (KB Youth Step Faculty of Hongik University School of Architecture, 2018)

## What is in common:

The KB Youth Steps have in common with the other cases by it being designed for the general public and the flexibility of the spaces within. As community areas can be versatile and transform into what ever is needed at the time.

## What is uncommon:

The KB Youth Steps are unique in the main public space is a vertical space. The supporting spaces are the horizontal ones.

## Publicity

There is nothing else quite like this throughout South Korea, a public space as terraced elements. Designed to attract youth it is located near Hongik University. Attracting young social media people as a bright yellow as the main color offers a beautiful backdrop for any picture. This space gains publicity as it is open to the city unlike many others in South Korea that are closed off. Further escalating the idea of attracting the community as being able to see in creates curiosity. (KB Youth Step Faculty of Hongik University School of Architecture, 2018) The plaza belongs to a private bank yet creating a plaza that is for everyone creates an intentional and welcoming feel. The stair plaza on the first and second is designed as a place for events or a place to take a rest, maybe meeting up with someone or even to perform. (Ahmed)

## Topology

The stair plaza has an origami effect as it is folded to lead to the second floor and then yet again folded to reach the rooftop. Looking at a section, it is determined there are two indoor spaces and two outdoor spaces on the stairs. The continuous circulation was one of the design goals as it really gives the space purpose and attracts the urban to come indoors. (KB Youth Step Faculty of Hongik University School of Architecture, 2018)

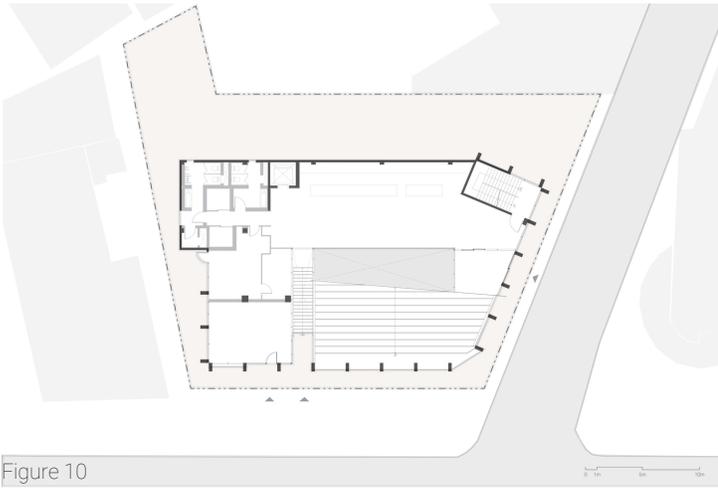
## Historicity

By keeping the original facade on the building it preserves the memory of not only the site but also of the city, the community respects this decision and it further helps this bright public plaza fit into its context. (Ahmed)

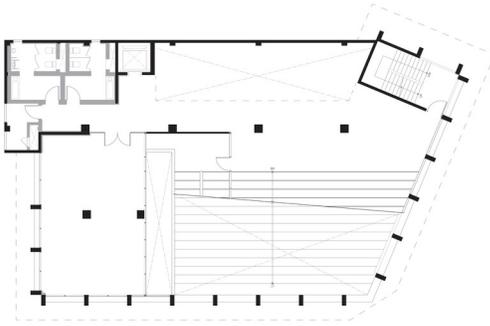
## Flexibility

The flexibility of this space not only provides a blank canvas but it is functional too. It can be used as a performance area or a theatre but also as a café or somewhere to eat lunch, maybe it is used as a resting place, and reading room. The outdoor stairs and rooftop space can become a place for various purposes and uses, such as contemplation, relaxation, performance, parties, all realizing the concept of inviting the liveliness of the city. (Ahmed)

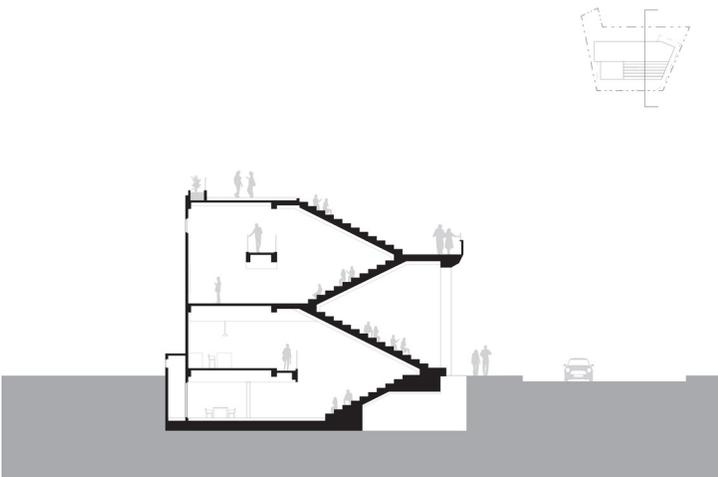
FIRST FLOOR PLAN



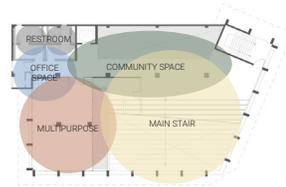
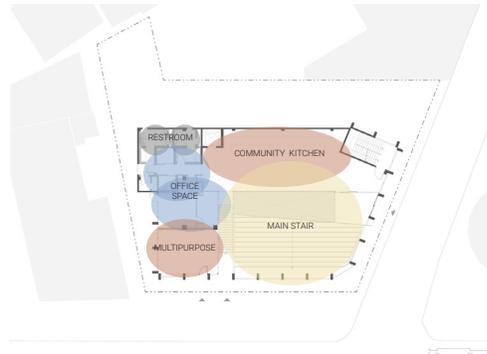
SECOND FLOOR PLAN



SECTION CUT

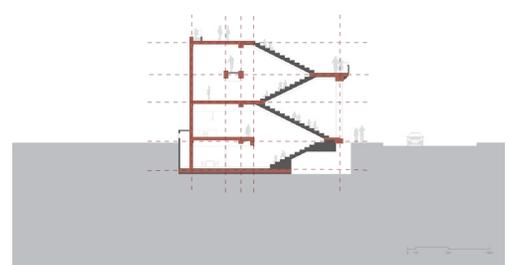
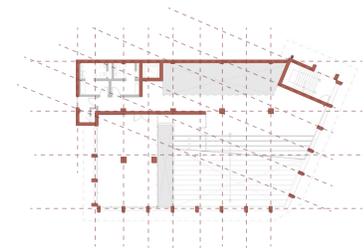


### Spatial Diagram



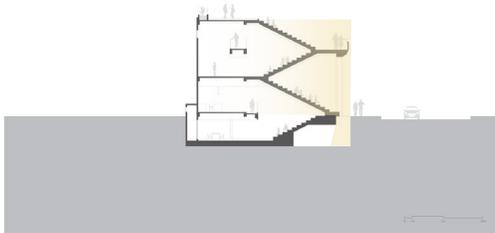
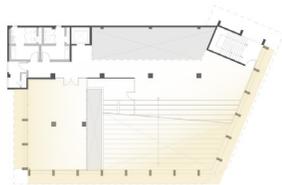
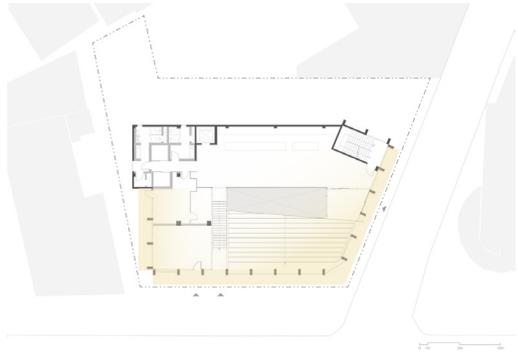
In the spatial diagram the yellow area signifies the folding stair plaza that draws the public space vertical. The red areas are the multipurpose areas, the green spaces are the open public areas that aren't the stairs. The blue area is to show even a plaza needs to have an office to control the spaces,

### Structural Diagram



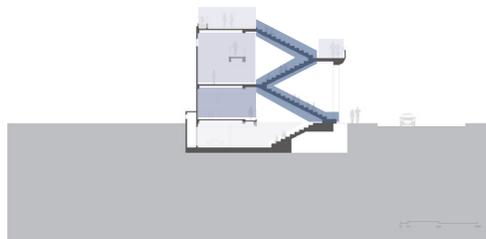
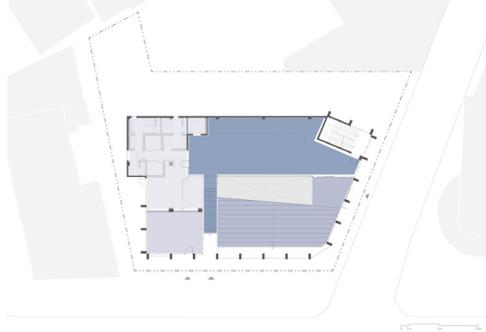
The structure is made up of concrete and is the original facade and structure from 1968. The structural grid is made of north and south lines and a few east to west but also has a few grid lines at diagonal creating the form to match the road next to it.

## Natural Lighting



The activeness and use of the space is dependent on the natural lighting. While the South and East facades are glazing with retractable walls, the north facade creates a solid border. Having an element of natural light is so important to a public space as it lets the user interact with natural elements.

## Hierarchy Diagram



The hierarchy for this project is dynamic the stairs plaza creates a vertical movement that is important to the area. The community spaces being the top of the list then at the bottom are offices for administration.

# Surry Hill Library and Community Center



Francis-Jones Morehen Thorp



405 Crown St, Surry Hills, Sydney, Australia



Cultural Community Center and Library



2009



2,497 meters squared



Figure 13

Figure 14



## Summary:

This project is located in one of Sydney's most diverse cultural background suburbs. Surrounding the site has a wide range of programs from residential to industrial yet throughout the area it has a Victorian style. This particular site has hard edges on three sides, all of which being roads. (Surry Hills Library, 2009)



When deciding what was needed for the space the planners came to the conclusion that its main goal was to be a space that can be shared by everyone. Thus combining a library, community center, and childcare. (30 most modern community centers, 2018)

Figure 16



Transparency became a key design tool as it showed off the inviting and welcoming spaces to the public. Sustainability also became a key role in the process. The tapered glass atrium not only showed off this but added an element to transparency too. This encouraged participation not only within the space but with sustainability. (Surry Hills Library and Community Center, 2010)

Figure 17



The library provides an accessible learning tool to the community, it contains around 30,000 items and gives the access to computers. The space also has meeting rooms, a commercial teaching kitchen, a neighborhood center, administration offices, childcare, and an outdoor landscaped space. The key project objective was to establish a new Australian standard for excellence when it comes to environmentally sustainable design in civic buildings, and it encourages this practice to design this way. This program is integrated yet so is the building itself. (Surry Hills Library, 2009)

# Surry Hill Library and Community Center

The atrium is the most powerful sustainable feature throughout the design.

“The environmental atrium’s series of triangular, tapering air-shafts draw in clean outside air and passively cool it. Experimental use of plants to bio-filter pollutants is integrated in the gardens of specially selected plants within these glass enclosures. Natural daylight is filtered through these layers of glass and garden and flow deep into the interiors.” (Surry Hills Library and Community Center, 2010)

## What is in common:

The Surry Hill community center has many things in common with the rest of the cases but one stand out the most, the need to be transparent and open to the public. With the use of glass walls, and open rooms, the atmosphere of open was achieved.

## What is uncommon:

The aspect of sustainability is the uncommon trait this design has compared to the other case studies as it was one of the key components to the design. It grabs the users attention with the brise soleis and the triangular atrium.

## Form

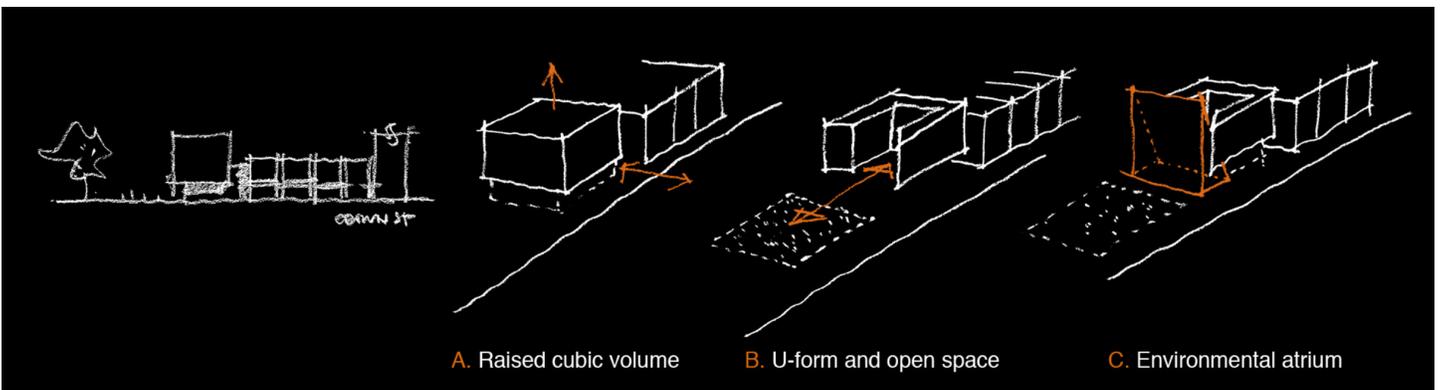
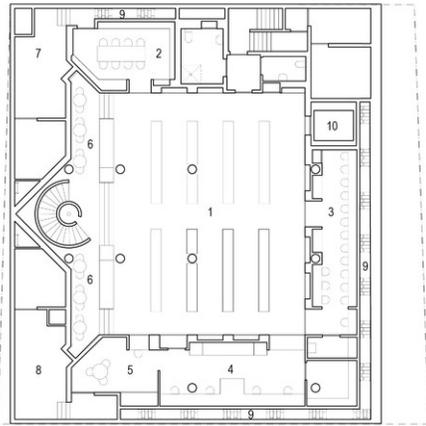
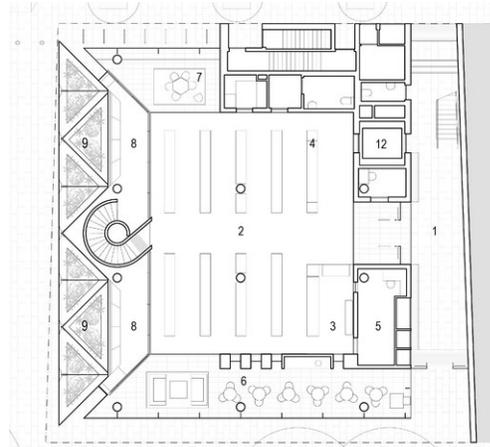


Figure 18

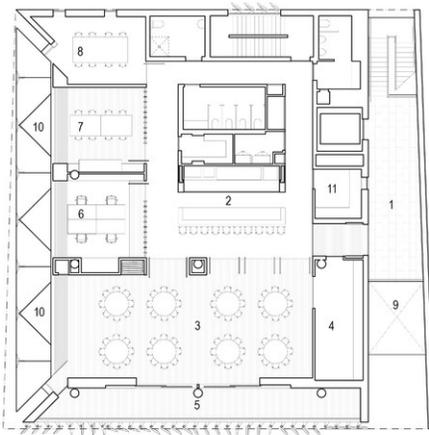
# Floor Plans



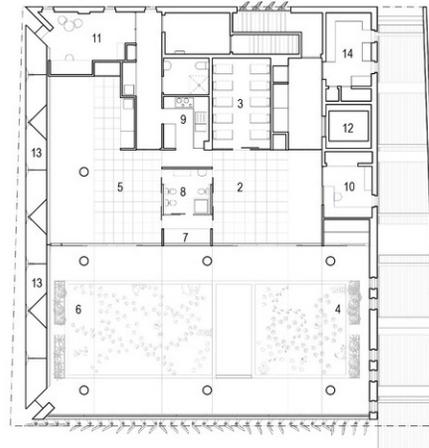
LOWER PLAN



GROUND PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN

# Sustainability

## Elements:

### -Green roof

Reduces heat gains to building

### -Outside air intake

Clean air source, improves air quality, double skin facade helps the air move through the building

### -Bio Filter

Vegetation absorb CO<sub>2</sub> and release O<sub>2</sub>

### -Geothermal Heat

Transfers energy from earth to the building

### -Photovoltaic Panels

Provides off the grid power, res-usable energy

### -Fan Coil Units

Brings fresh air through out the building

### -Labyrinth

While air runs through the building it passively heats and cools the spaces

### -Rain Water storage tank

Provides landscape irrigation

(Surry Hills Library, 2009)

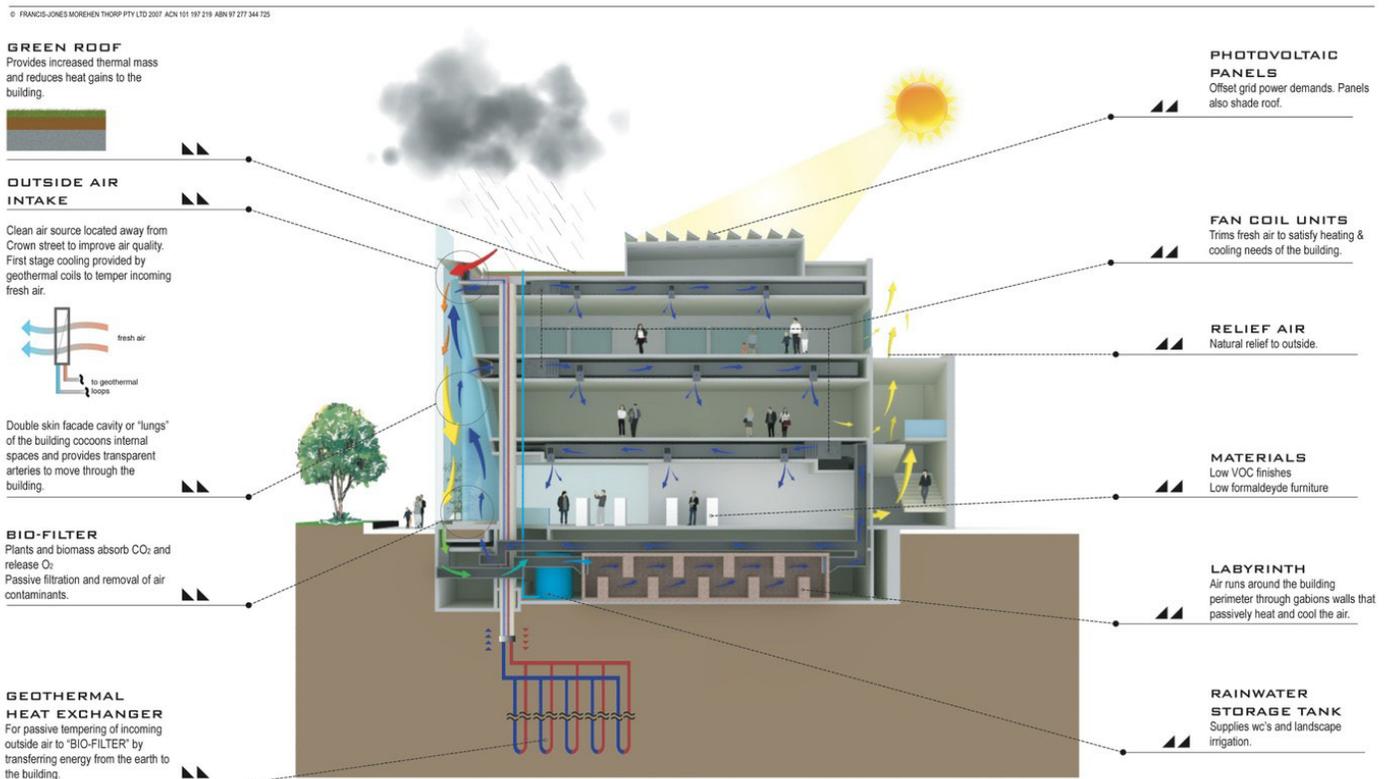


Figure 19

### Air Intake

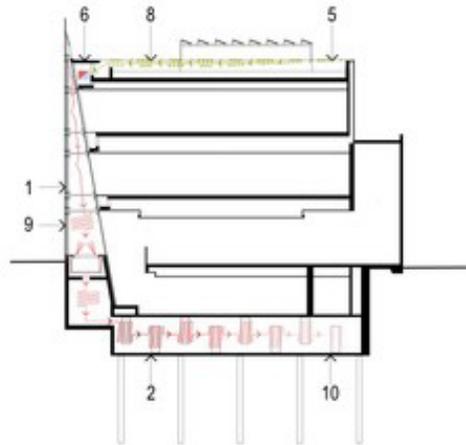


Figure 20

### Air Supply

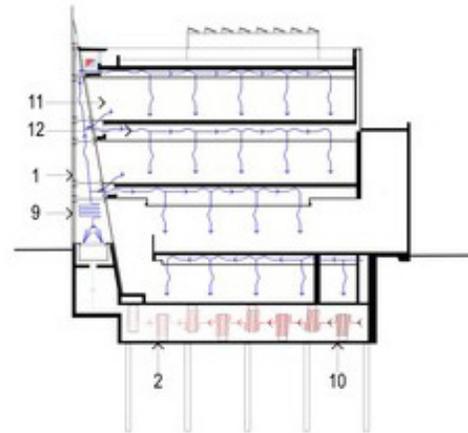


Figure 21

### On site Water Collection

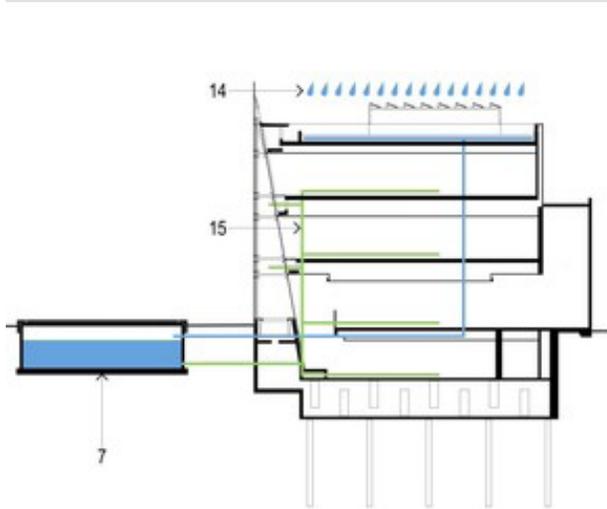


Figure 22

### On site Power Collection

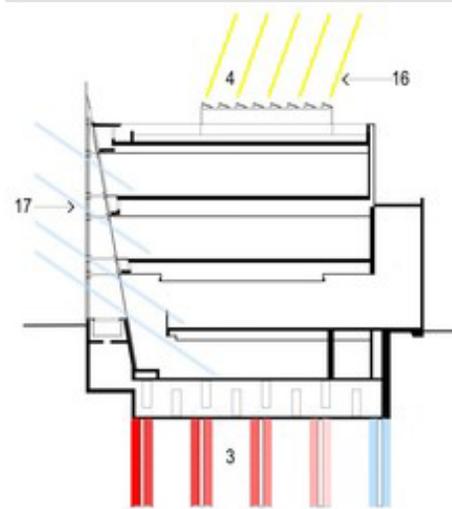
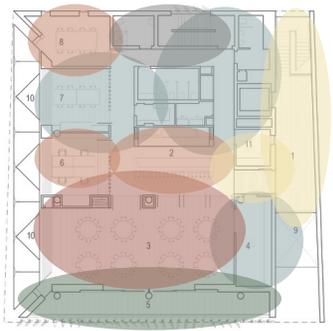


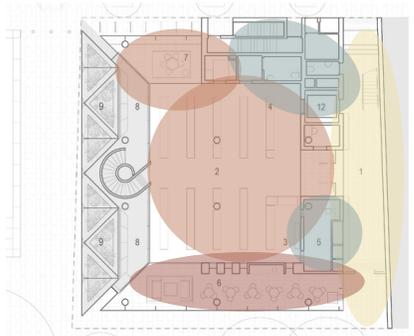
Figure 23

# Spatial Diagram

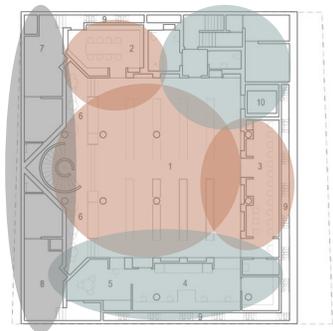
ATRIUM/LOBBY	EDUCATIONAL
ADMINISTRATIVE	OUTDOOR SPACE
MULTIPURPOSE	MECHANICAL



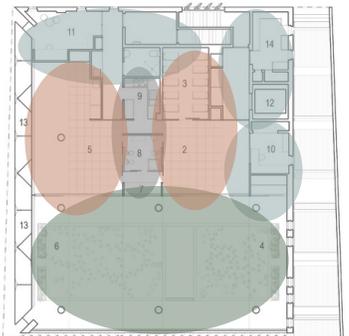
LOWER PLAN



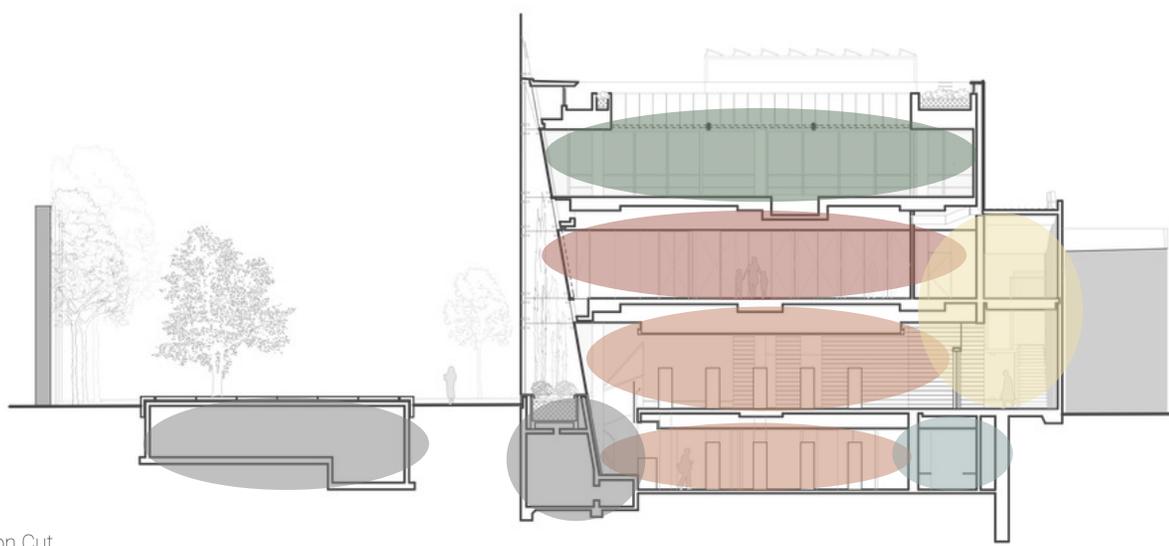
GROUND PLAN



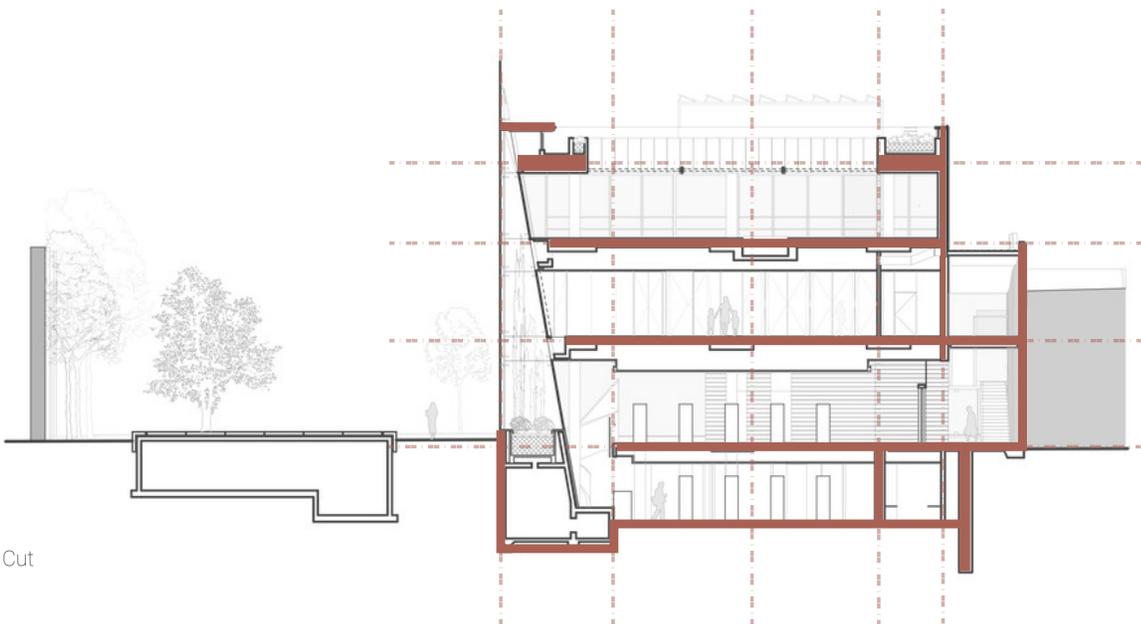
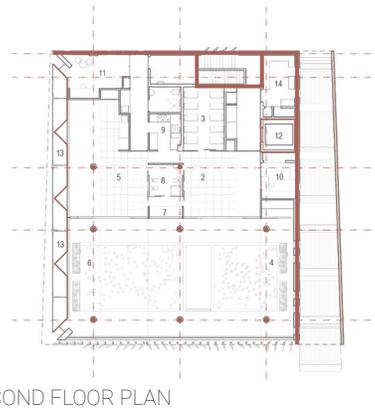
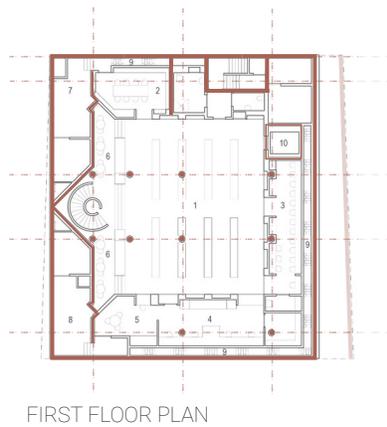
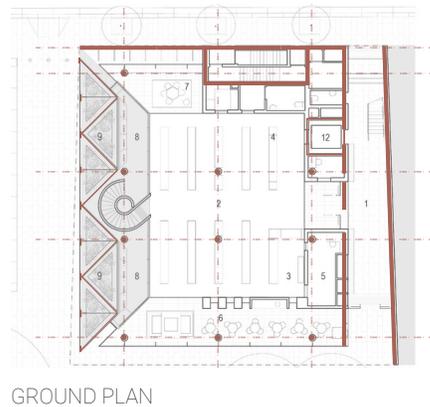
FIRST FLOOR PLAN



SECOND FLOOR PLAN

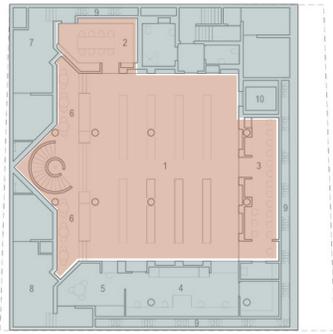


# Structure Diagram

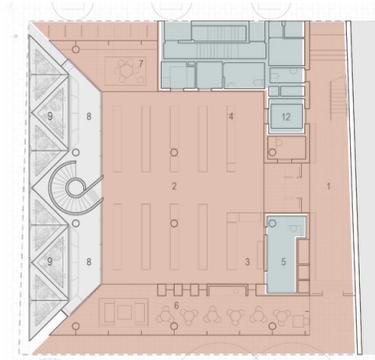


# Public vs. Private Diagram

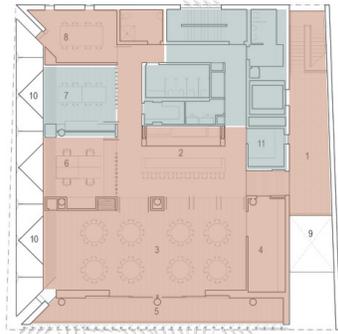
PRIVATE PUBLIC



LOWER PLAN



GROUND PLAN

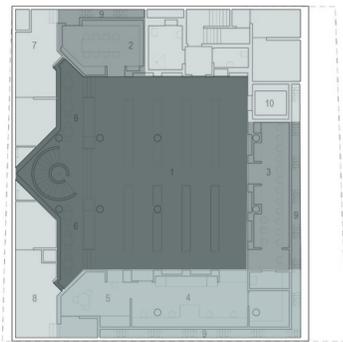


FIRST FLOOR PLAN

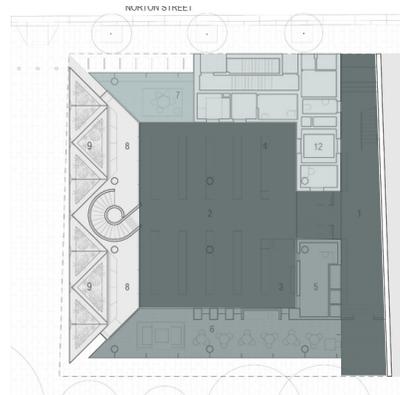


SECOND FLOOR PLAN

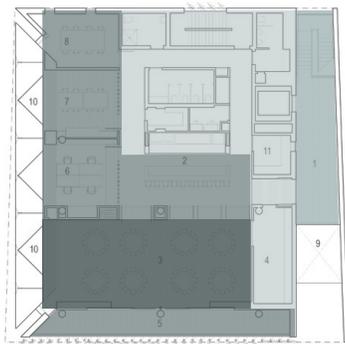
# Hierarchy Diagram



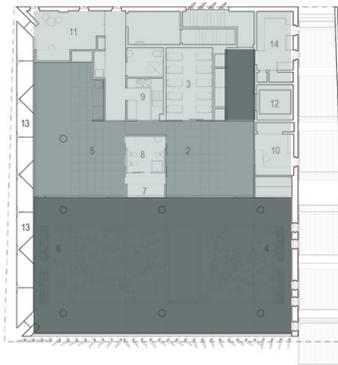
LOWER PLAN



GROUND PLAN

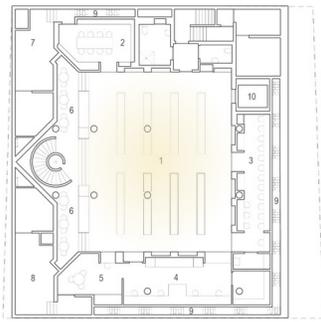


FIRST FLOOR PLAN

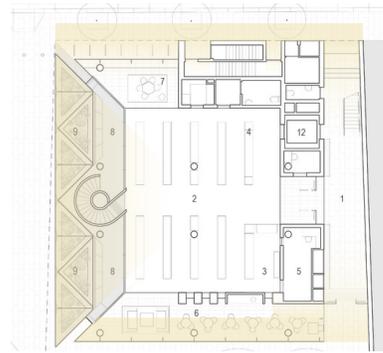


SECOND FLOOR PLAN

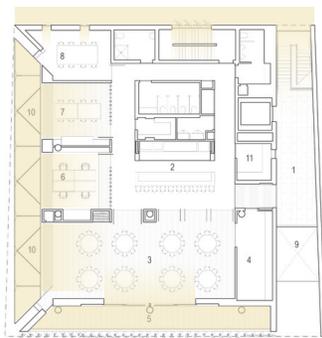
# Natural Light Diagram



LOWER PLAN



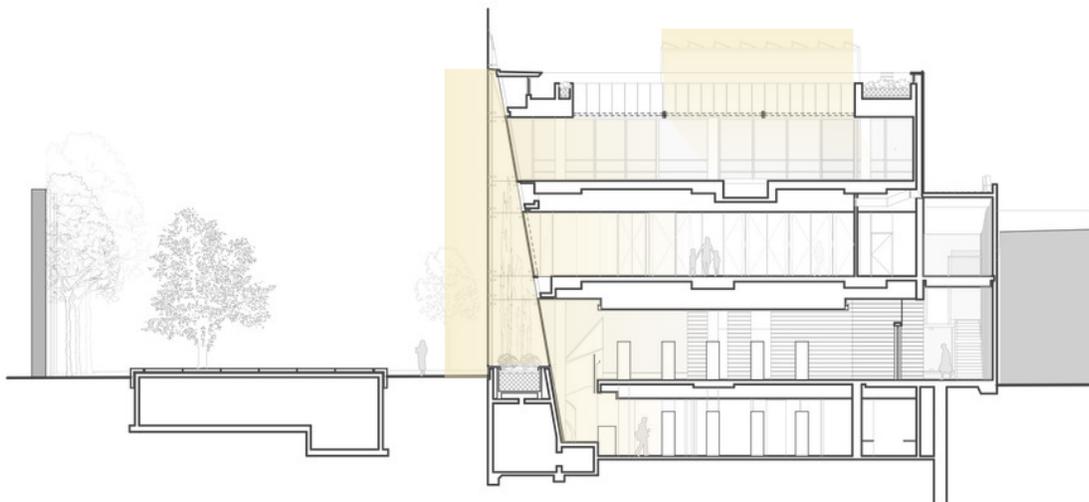
GROUND PLAN

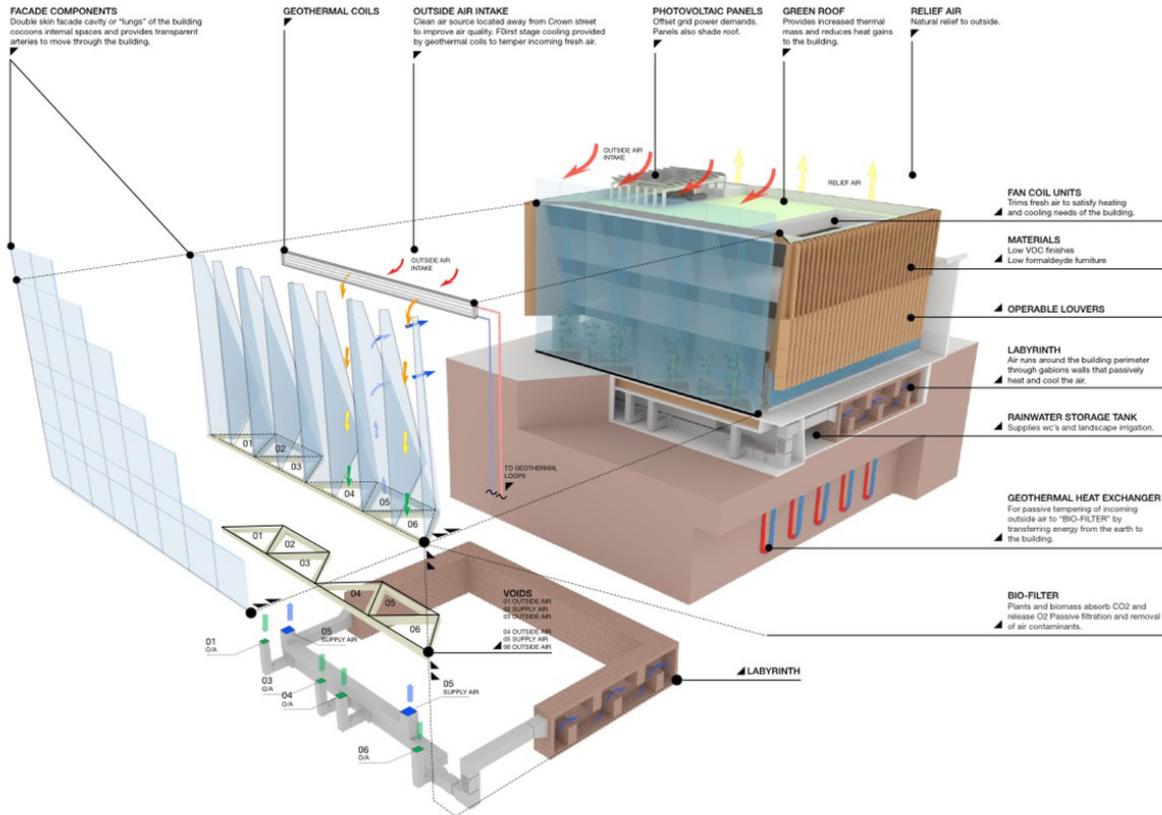


FIRST FLOOR PLAN



SECOND FLOOR PLAN





# Major Project Elements

## EVENT SPACES

This multipurpose area will be used to bring people together. This includes public plazas for outdoor events and large flexible spaces to give a blank canvas, so any event can set up here. This gives it a wide range of events that can occur here, such as weddings, parties, conferences, or conventions.

## EDUCATION/STUDY AREAS

The education spaces around the facility such as study rooms and class rooms will be used to help the community continue a free education. This provides a resource for any immigrants studying and understanding how to become a citizen of the United States. Creating a space to encourage interactive learning. This space can also be used to help teach American norms, English or other languages to the community.

## LIBRARY

This will be an extension from the main public library and provides another resource for the community to continue their education,

## START UP BANK

For new comers starting their life in a new culture can be tough, providing a resources such as a bank can teach them basic skills when handling money.

## JOB FINDER

It can be as simple as a board to post available work positions or can have a space to hold a career fair and give the community a chance to fight unemployment.

## LOCATION - PUBLIC TRANSIT

Picking a site near a public transit as the density in Seattle is high so adding in outdoor parking isn't an option. Yet choosing a site where there can be underground parking is key, this provides many means of getting to the center, light rail, walking, biking, driving.

## ADMINISTRATION AREA

Understanding that community centers don't run themselves, there should be a space that provides the people in charge the facility to do their work privately. This area should be private but also transparent as it helps create trust between them and the public. This space should help the center operate efficiently.



The background of the page features a light gray silhouette of three people standing and talking. On the left, a person is pointing towards the center. In the middle, another person is looking towards the right. On the right, a third person is looking towards the center. The silhouettes are semi-transparent and overlap each other.

## GREENERY SPACES

Seattle is known for its rain, this makes sunny days that much more appreciated. Having an outdoor space to celebrate those moments are key, a space with lots of open space and vegetation to bring people back to nature. Also creating a space that can be used during those rainy and gloomy days, but still has greenery, such as a green house. This would be a space to grow and learn.

## KID FRIENDLY

All spaces should be safe for kids, this creates an atmosphere for families to get out and contribute to the community without the worry of their children being in harms way. In doing so there should be an element of security as kids should be able to use the space without the worry of invaders.

## DAYCARE

Providing daycare can give parents a chance to make other parent friends as well as kids playing kids. It also is an easy and safe way to drop off a kid if the parents needed a last minute babysitter.

## KITCHEN

This space can be used cater events but also as a learning kitchen to either teach cooking lessons or have community recipe trading events.

## CAFÉ

Having a space to grab a quick snack or lunch to provide more of a communal space to create those bonds between people.

## SMALL CLINIC

For immigrants from different cultures, a medical center can be a terrifying space. Designing a small clinic space in the community center gives the community a chance to fist go here and help understand what is wrong with them.

## Client & User

### THE CLIENT:

A non-profit organization that works with immigrants to support them in their process of integrating into the community. The community and government will also be another client as the design will be for the public. The community center could be supported by the people and be for the people. Together the non-profit and the local government will be able to support this community center. Having the center be focused on immigrants interacting and integrating with the local community.

### Non-Profit Organization: Forterra

This non-profit organization is based in the Washington area and takes unused/unwanted spaces and transforms it into something that benefits the community. They recently have been working with immigrants down in the Tukwila Neighborhood but using them as a client will bring them into the urban environment. (Welcome all our neighbors, n.d.)

### Non-Profit Organization: Farestart

This could be another possible non-profit to partner with this building, farestart teaches low income people and homeless people how to cook in a commercial kitchen. This gives them the ability to have a talent in hopes to get a higher paying job or even start their own business. (FareStart, n.d.)

### The Local Government of Seattle - International District

This will play a large factor on getting the community involved in the program. Having the city as a client will let the public know this is a resource that is free to them.

### THE USER:

The user of this community center will be local immigrants that plan on settling in the community. Immigrants that are having trouble integrating into the American or Seattle culture, as well as someone who wants to meet new people. Or an immigrant planning on getting citizenship and wants a place to study or help start their future in the Seattle area. Another client will be the local community of the international district or downtown area of Seattle. The community center will be a public building and hence be open to the public. This includes college students to families to someone new in town or even a tourist. Any person wanting to be more involved and likes to meet people from all types of cultures. Another user of the community center will be all the employees and volunteers working at the building, all the event planners, teachers, librarians, custodial staff, and administrators. Giving them a space to help benefit the community. This space can be used for events as well, so anyone event planners could be classified as a user



### **Immigrants: Resettling**

- Someone trying to connect to the community
- Someone who wants to learn English
- Someone who doesn't know anything about the American culture

### **Resident**

- Someone who is trying to connect to the community
- Someone who wants to help others
- Someone who wants to get involved
- Someone with kids

### **Children**

- A child who needs a daycare while their parents work
- A child who wants to make friends with other children in the community
- A child who wants to play and have fun

### **An English Teacher**

- A person who wants to teach English as a tutor to someone who needs help in school or even an immigrant where English is not their first language.

### **A Cook / Food Truck Driver**

- A person in need of a commercial kitchen that they can rent to cook their food so they can sell it.
- If they use the kitchen then they can teach a class on how to cook to the community members

### **Daycare Provider**

- Someone who works with kids
- Someone who wants to help in the community and low income area
- Someone who can teach social norms to kids from another country

### **Volunteers**

- Any one wanting to get involved and help in the community

# Project Emphasis

## -WELCOMING AESTHETIC

This will be done by first asking the question, what does it mean to be welcoming, and how to design with that characteristic? Once research is conducted and the answer is revealed, that will be used to create a welcoming aesthetic for the spaces.

## -MINIMAL ARCHITECTURE

The reason minimal architecture was chosen was because the spaces itself should not take on any culture, it has its own identity like no other and this way every user can see it as a space for them. It should be a blank canvas, so the community can decide what kind of space it wants to embody.

## -IMMIGRATION PROCESS

Researching why immigration centers aren't working and understanding how this center can support their journey through their integration process. Potentially creating a more effective program.

## -MAKING CONNECTIONS

Creating spaces that connect not only people with people but also people with architecture and the level of design it comes with.

## -SUSTAINABLE DESIGN

Seattle values sustainable design and one of the reasons why this site was chosen. The center should be connecting people with people and architecture but also the environment.



## Project Goals

UNDERSTAND THE IMMIGRATION PROCESS

SEE SEATTLE CULTURE

HOW CAN INTEGRATION BE EFFECTIVE

BE INTENTIONAL WITH DEIGNS

CREATING CONNECTIONS

SUSTAINABLE ARCHITECTURE

SEE FROM ANOTHER PERSPECTIVE

STILL HAVE A LIFE DURING THESIS AND GET SLEEP



# Site

## Seattle, Washington in the International District

Seattle, Washington was chosen as the thesis site because looking at numbers it has 980,158 immigrants living within its borders, that is 13.7% of the state's population (Immigrants in Washington). Washington state is ranked as 12th in the nation with immigrant population. Within Seattle there seems to be a more urban area than there is a residential area, choosing the urban area where the International District is would be easier accessible and there is large diversity. Seattle is sanctuary cities which is a benefit to immigrants, sanctuary cities protect immigrants and keep the ICE separate from the local government. This tends to draw immigrants in to the city. Seattle's economy is also up and thus creating many opportunities. For these reasons Seattle, Washington is the top location for this thesis.

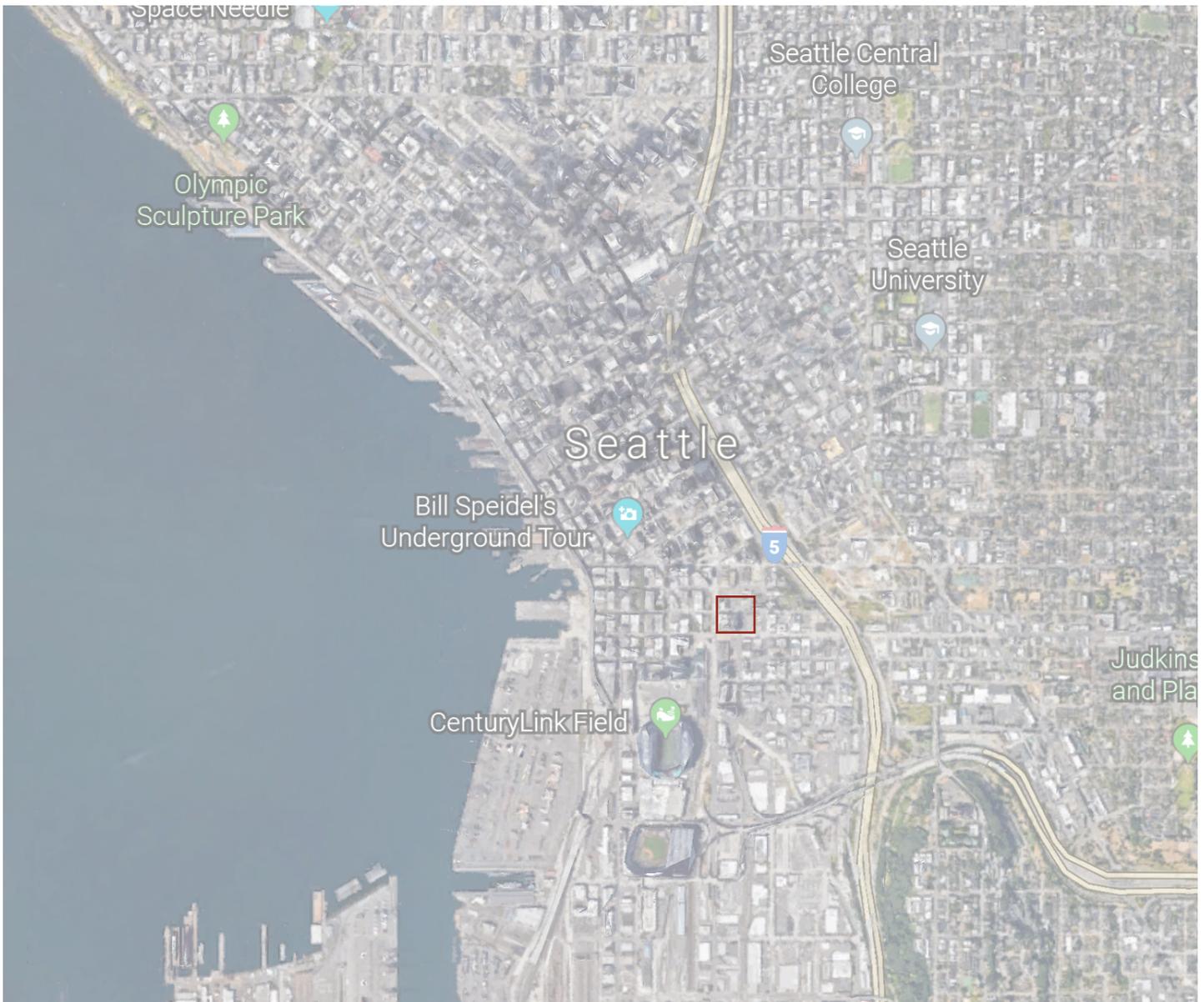


Figure 24

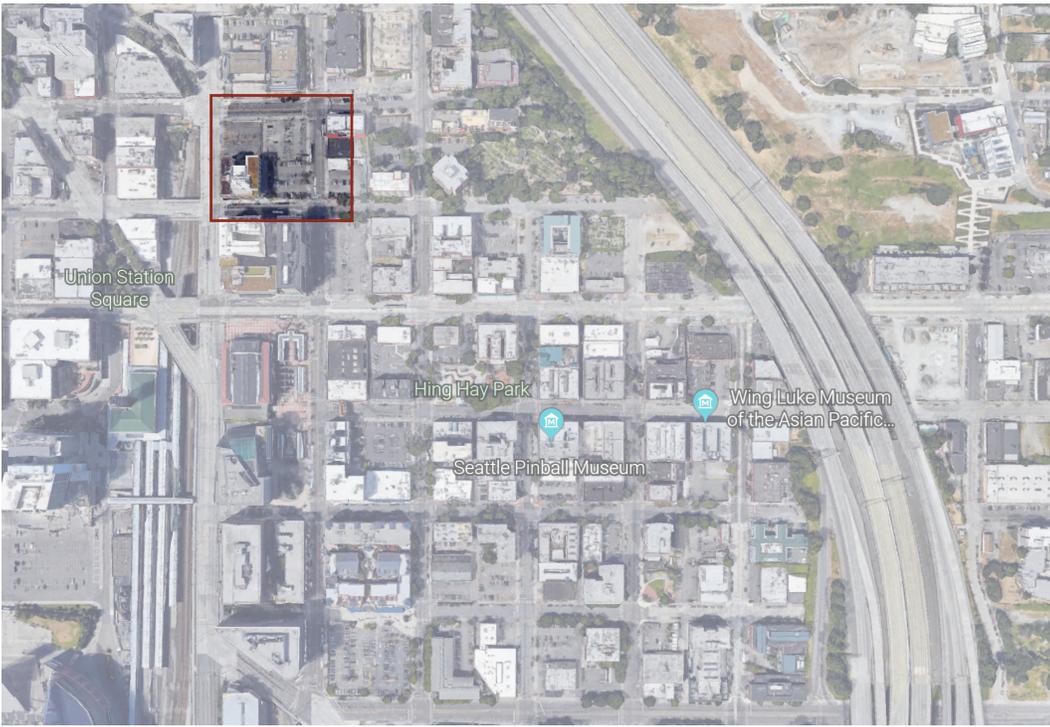


Figure 25

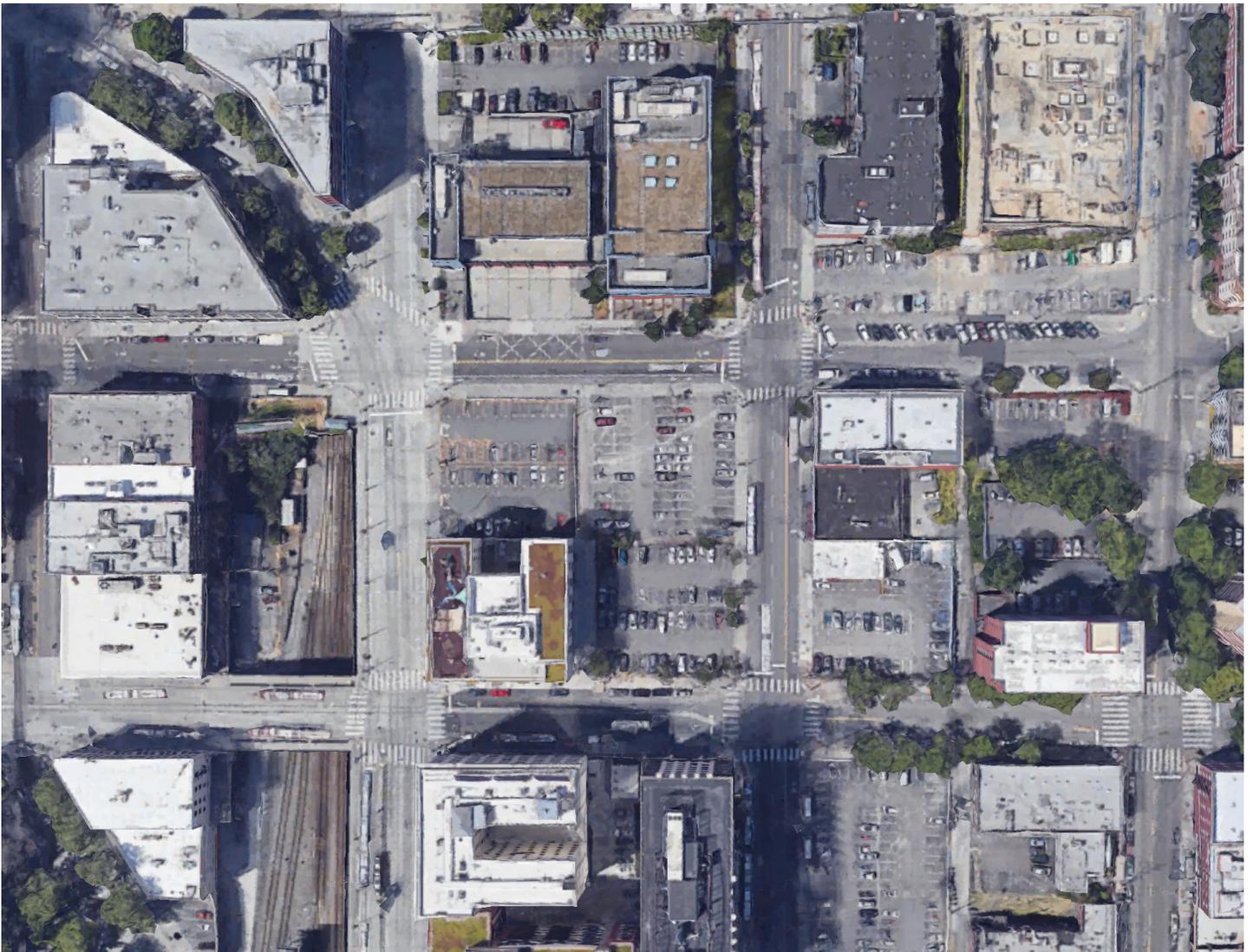
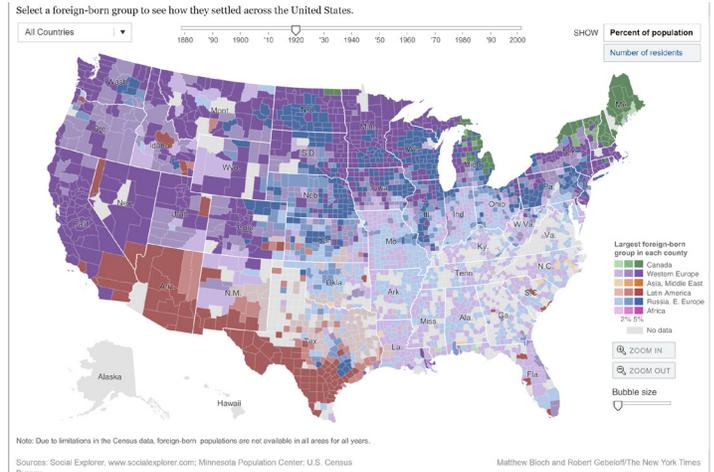
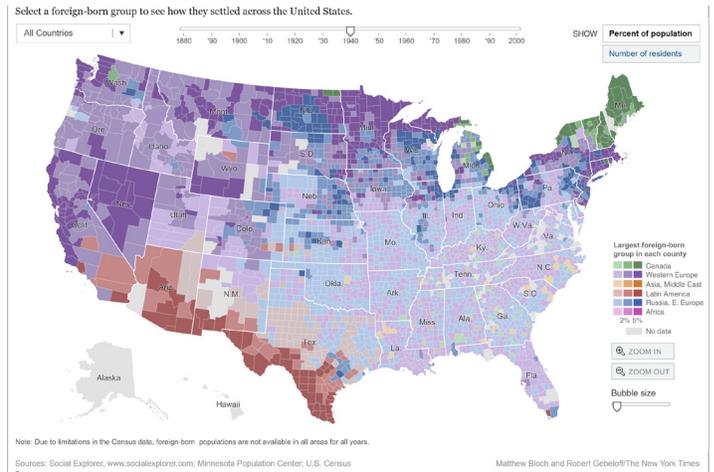


Figure 26

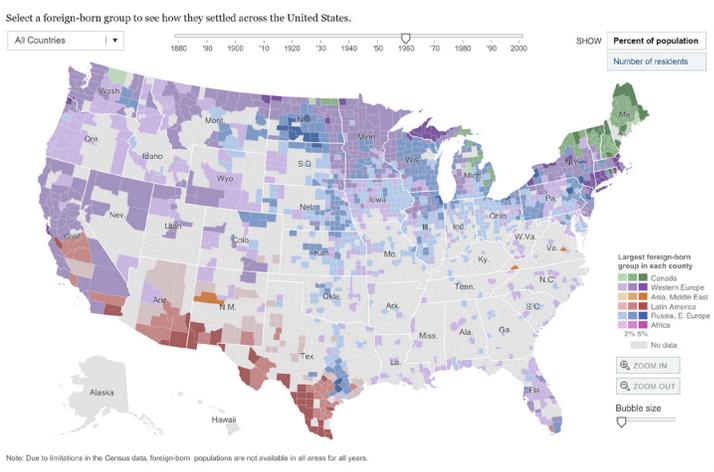
# U.S Immigration in 1920



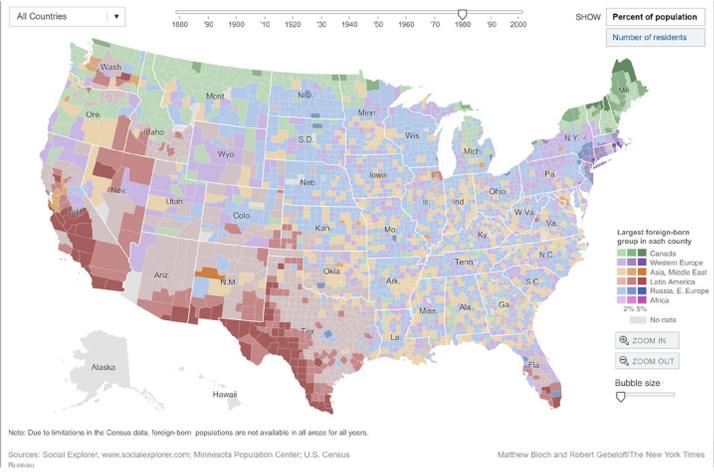
# U.S Immigration in 1940



# U.S Immigration in 1960



# U.S Immigration in 1980



# Seattle, Washington Immigration in 2000

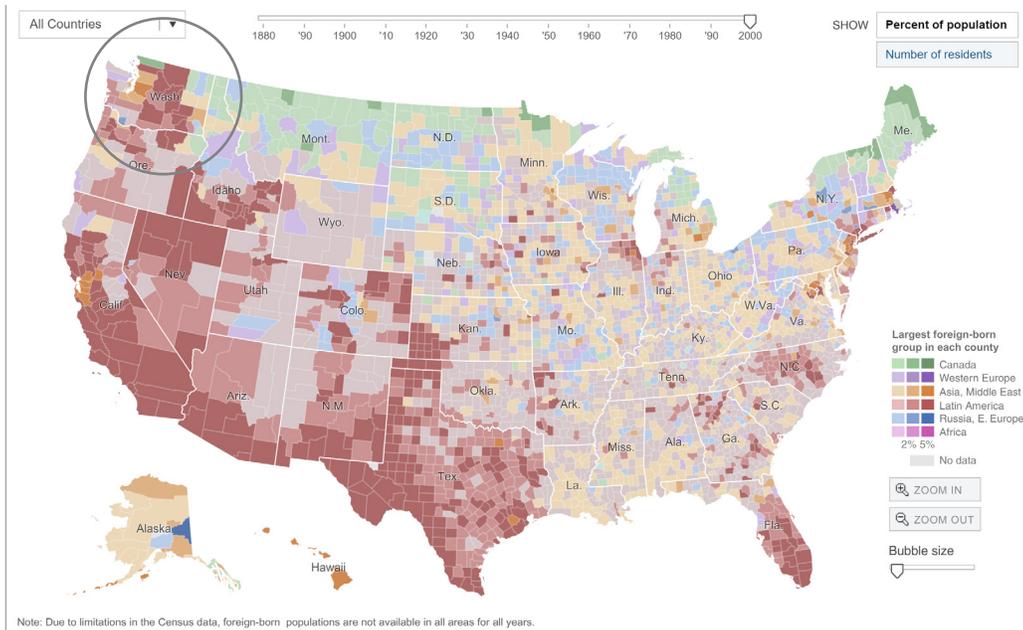


Figure 27

# King County, Seattle, Washington Immigration in 2000

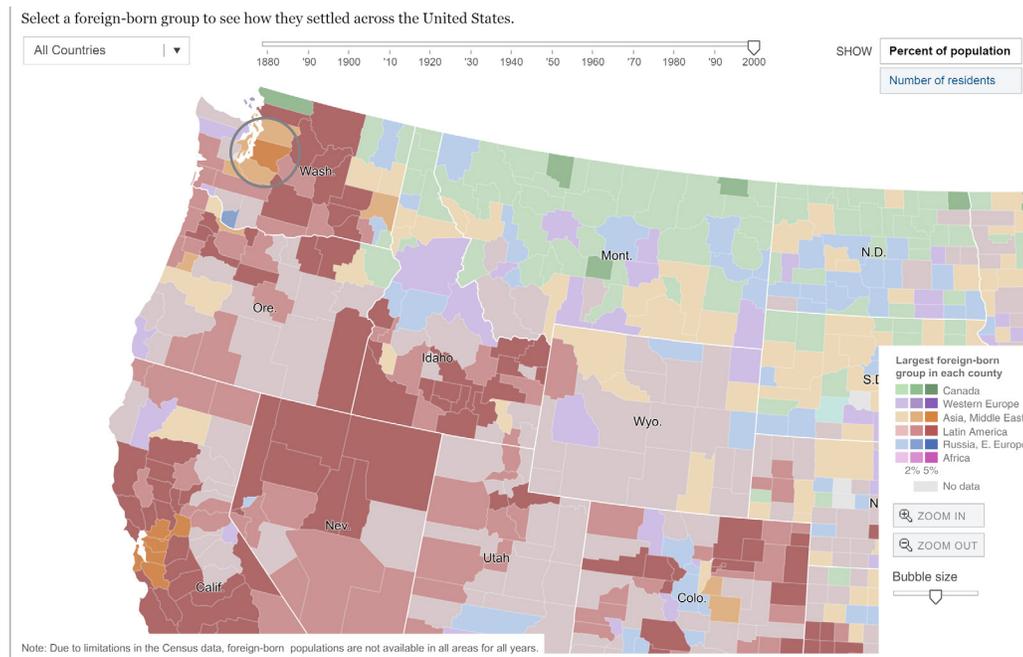
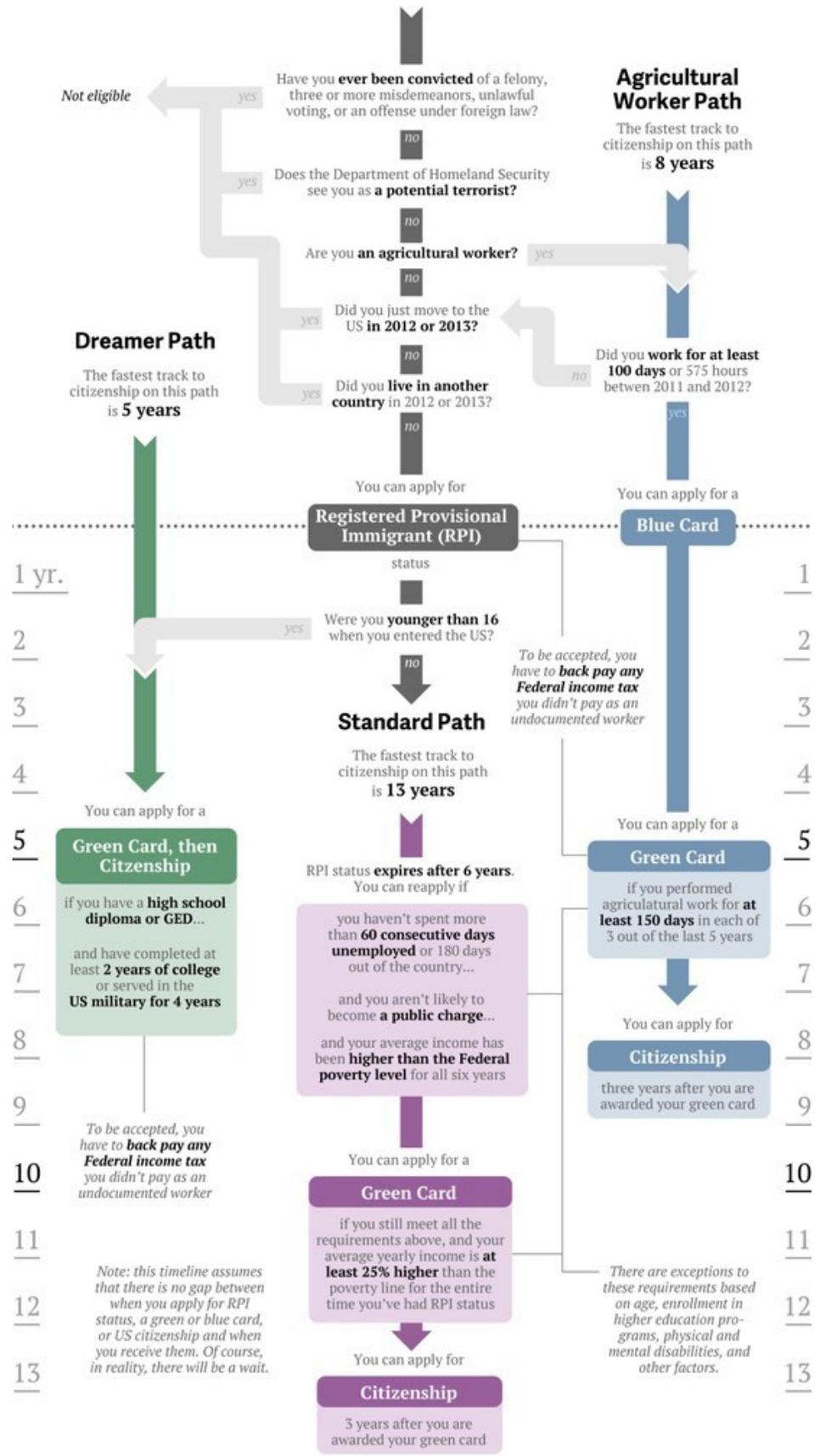


Figure 28

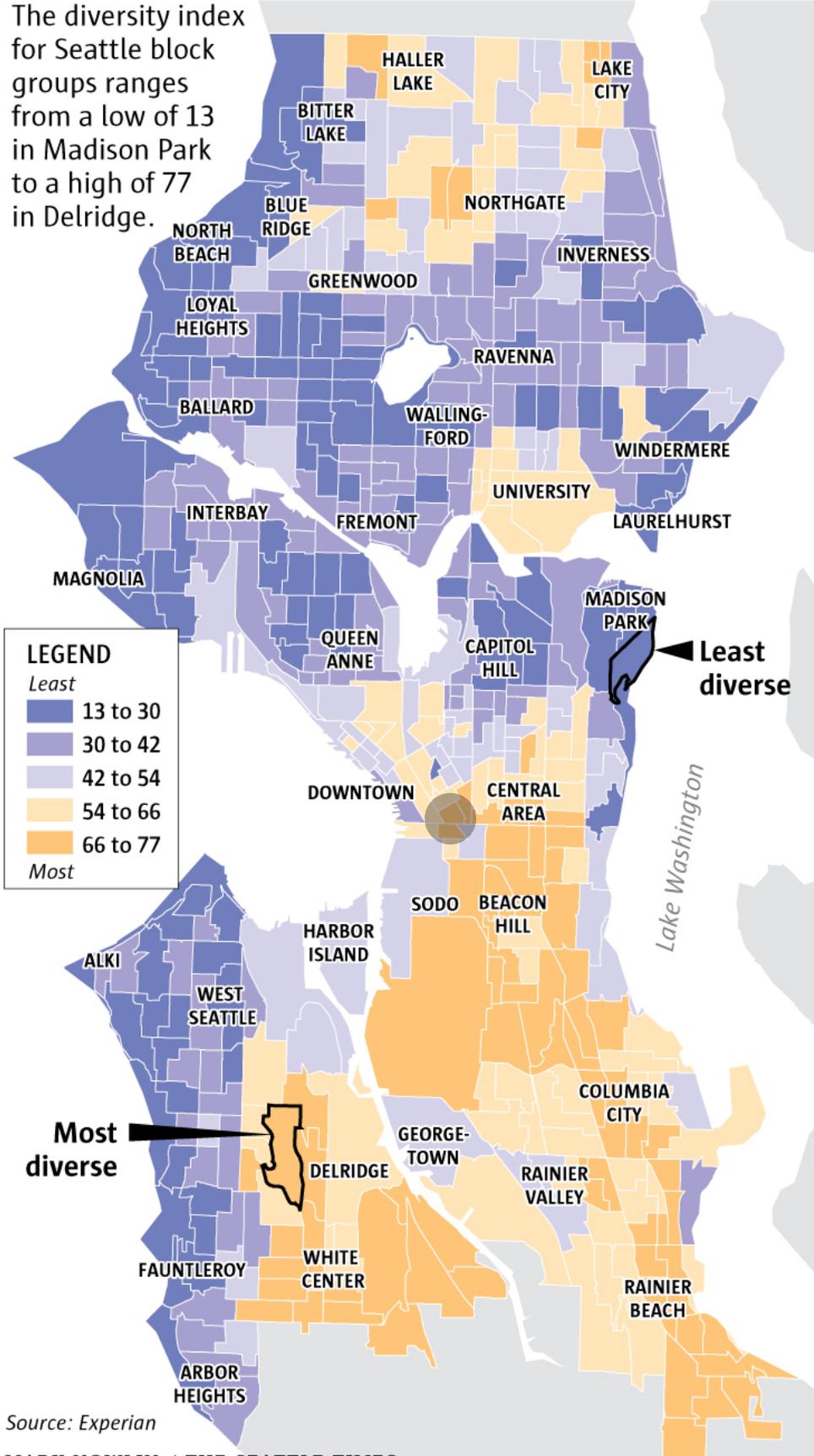
# Paths to citizenship

Say you're an undocumented immigrant in the US.  
Are you eligible for citizenship under the Senate's proposed bill?  
If so, what will it take to get there?



# Diversity varies widely among Seattle neighborhoods

The diversity index for Seattle block groups ranges from a low of 13 in Madison Park to a high of 77 in Delridge.



Source: Experian

MARK NOWLIN / THE SEATTLE TIMES

# Plan for Proceeding

## 1: Definition of a Research Direction

Researching and the process of interviews/surveys this topic should conclude in what the term “welcoming” is and means, with an emphasis on how a space can be welcoming. With this direction this thesis will use that as guidance to further design a space to be welcoming. Also using the researched gathered on the immigration process how to better integration, this information will be used to further the program of the design to make it effective and useful to the community.

## 2: Design Methodology

### SITE CONTEXT:

Once the program phase has concluded this thesis will enter the design phase. In doing so the first step is to take the information gathered on the site visit in Seattle and use it to create a site context model. This information is be put digitally and understood as all other steps after this will be based upon it. In the model should have the surrounding blocks of the site to truly know its context.

### PART I

Knowing the site, the program, and the client it is time to use gesture sketches to anchor the concept.

### MASSING AND FORM

Either using Rhino or Revit the site will be digital, then the process continues with creating iterations of the buildings form. The program created earlier will be used while creating the conceptual form, knowing the square footages and the different zones of the future building. This will be done digitally and using massing simple geometric shapes with different colors signifying the different zones within the program. Documenting every iteration to show a process of how the concluded form was decided upon.

### SPATIAL DIAGRAMS AND FLOOR PLANS

Massing and form being completed the next stop will be creating the floor plan and circulation. Using drawings of the spatial diagrams to understand what zones need to be connected. Using the method of iterations to fully understand how the space can work together.

### MATERIAL CHOICES

With the overall form completed and the floor plans designed, next the glazing to let in the most natural light where needed. Also, in the phase the materials for the exterior should be studied, taking note what the surrounding buildings. The design should fit into its context but shouldn't not blend into the background.

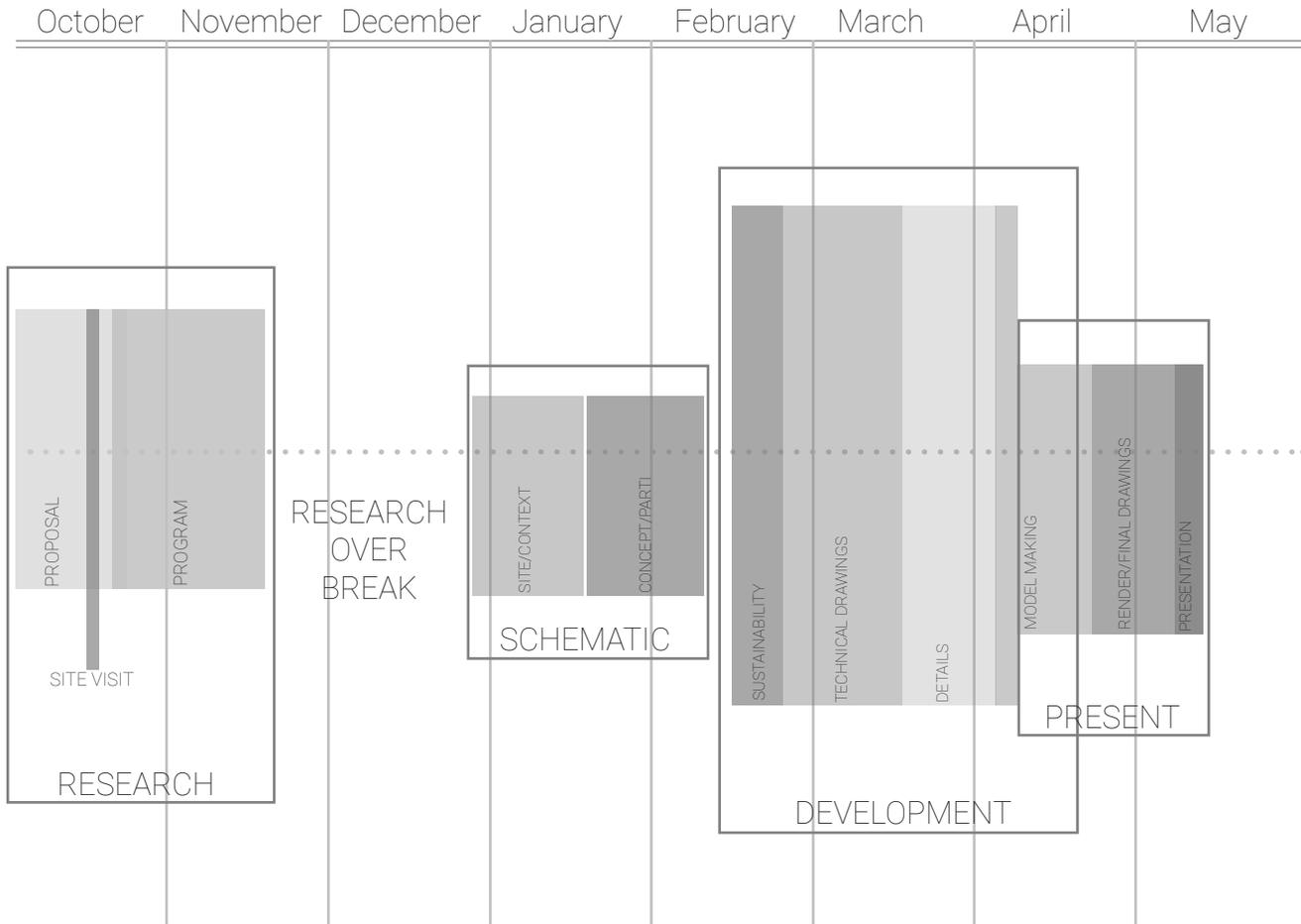
### INTERIOR DETAILING

With the exterior being completed, now to design the interior. Understanding the original program and designing each space accordingly. This step it is important to show how each space is going to be used, this gives a clear image to the client and users.

### RENDERINGS AND TECHNICAL DRAWINGS

The design phase is completed, this step is dedicated to document the design. This is done by creating renderings of the spaces, and technical drawings such as elevations, sections and floor plans.

# Plan for Proceeding - Schedule



Final Thesis project due end of April | Presentations are in May

# THE PROGRAM



## Unifying Idea

The United States has been built on the idea of immigrants and finding a new beginning.

A space to bring cultures together, no longer seeing the differences but the similarities.

Terrorism has affected immigrants in the United States.

The challenge of what the missing connection between immigrants/refugees and integrating into the community/society.

What is a place where interaction and connection can happen to give a better sense of belonging.

Defining a 'sense of belonging'.

Architecture can use the third space (public space) to bring people together and with the

How architecture can be inclusive to cultures, languages, ages, and communities.





Figure 30

# Justification

Having a passion for people and politics such as foreign policy to be inclusive has inspired this thesis idea. Today's political conversations tend to surround immigration and it seems to be two sides, either for or against yet this issue is much bigger than just two sides. There are human lives that are at stake and it shouldn't matter what you look like or where you are from, the world is filled with people who are no different than you and me. Regardless of political position this thesis project is important to look at this topic from a different perspective. Seeing similarities rather than differences, understanding what you can learn from immigrants, just as the United States was once built from immigrants. Having felt left out before, that sense of belonging

"Everywhere immigrants have enriched and strengthened the fabric of American life."

- John F. Kennedy

is fragile, but why is this important for communities?

In times of need you rely on the people around you and in doing so create a bond, a feel of acceptance. But without that sense of belonging people feel isolated. People should help people and if I want to further encourage this idea through this thesis project that's why it is important to me. Immigrants can feel excluded in their communities because they aren't from here. Not tolerating racism, prejudices or any other kind of hate.

Starting this thesis I must accept my privilege to further understand what and how immigrants can be supported in architecture

This project is important at this stage of academic development because it shows that I have a voice in politics and I can use my education to show it. It shows that through architecture I can change a life, a community, a society or even politics. It is important because with the amount of knowledge I have I can give hope in those who this design could benefit, it shows that someone is out there fighting for them. This project shows me I can make a difference.

This project is important for me in my professional development because it shows I am passionate, it shows that I do not back down from a political challenge, it shows I am dedicated and ready to change the world. It helps me in my professional

development in the interactions I must have to get the information to do this thesis. I will have to state my opinion in a professional manner without offending anyone. It requires me to listen, to comprehend and understand and then show that through my designs. What I learn from this project I will use in the professional world and be ready to make a true difference.

This project will add to my knowledge base by helping me understand politics and see how the opposition thinks, it will further understand programs such as rhino, Revit, sketch up, and adobe suites. I will also understand how immigration works. I will further enhance my people skills. I will further understand the design process and really focus on the program and the different categories within a program that make a building run. I will better understand the financial side of a design

This project is important for architects at this time because its time for architects to take a stand in where politics are headed. Politics are making policies and laws that don't support humans, especially ones new the country. Architects design for people, we create spaces for people to experience in. If politics are hurting people, the profession of architecture needs to take a stand and show a way to help. In today's society its not just politics but also people, I think architects need to show the community what you can do, as an individual, can do to help. Architects are leaders and can lead this movement of humanitarians.

19.9 percent of immigrants compared to 13.5 percent of natives lived in poverty in 2010, why is that immigrants are more likely to live in poverty when coming to the US. The higher incidence of poverty among immigrants as a group has increased the overall size of the population living in poverty. In 2010, 16.5 percent of those in poverty in the country were immigrants.

This project is important because we should be teaching students in the profession to care about humans, and if there are people in need that we can do something, we can make a difference and by learning that in school we can be ready to do this in the real world.

“Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history.”

— Oscar Handlin



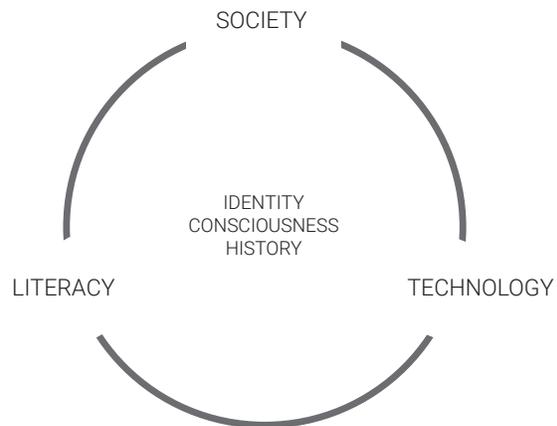
## Literature Review

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Jacques Ellul describes Technological society as Technique throughout his book, but what exactly is technique? Ellul starts out defining Technique as the totality of methods rationally arrives at having absolute efficiency in every field of human activity (Ellul, p. xi). Later he gives the definition of rationality, which is the use of mathematical calculations and the creation of standards. He also defines efficiency, which is the maximum yield with the least amount of effort. Taking these definitions, we can reevaluate the original technique definition. Technique is the totality of methods with the use of mathematical calculations that arrives at having absolute maximum yield with the least amount of effort in every field of human activity. Technology is more than just computers and cars but a way of thinking. Chapter by chapter Ellul further explains what this definition really means and then relates it to human life. Starting with analyzing history, 19th & 20th century, modern technique, cultural techniques, nature techniques, human techniques, the pace of life, education and politics, and the subconscious. Ellul uses these topics to come to the concluding thought that with the development of technique there will be an end of individualism. Starting at the beginning Ellul discuss the development of technique throughout history. He starts off on page 7 by saying "Everyone has been taught that technique is an application of science. This traditional view is radically false. It takes into account only a single category

of science and only a short period of time". Throughout history technology is defined by science but what Ellul wants to make clear is that this is an old way of seeing technology and in fact is false, he goes on to say technology is its own category and only took science in account for a short time at the beginning. Knowing science and technology are separate topics he goes on to discuss the Greeks. "The great preoccupation of the Greeks was balance, harmony and moderation; hence, they fiercely resisted the unrestrained force inherent in technique and rejected it because of its potentialities" (Ellul P. 28-29) Ellul analyzes how the Greeks resisted the use of technique because it would take away their organic life in nature and it would bring too many unknown scenarios. Moving forward in time, to the 19th and 20th century Ellul says "The close link between scientific research and technical invention appears to be a new factor in the 19th century... In the 20th century, this relationship between scientific research and technical invention resulted in the enslavement of science to technology" (Ellul. P. 45). This reiterates that without technology, a way of thinking, there would be no science because science requires technique. In the 20th century humanity started using technique for profit and was no longer a way of productivity or efficacy. The arms race is an example of this and as a result there was the invention of the atomic bomb and hydrogen bomb, in the end we all became victims. As modern technique starts to takeover, Ellul speaks negatively on where mankind has gone. He makes comments on how man cannot separate oneself from machines and now without machines there would be no man. We entered a stage where all problems created by technology can only be solved by developing more technique. Ellul points out that there is now a snowball effect where technique took over itself and started to grow outside human control, both good and bad. "The technical phenomenon cannot be broken down in such a way as to retain the good and reject the bad. It has a mass which renders it monistic. All these techniques combine to form a whole, each part supporting and reinforcing the others" (Ellul, P. 111). The techniques discovery enters the public domain before we fully recognize the full impact. With positive comes negative, analyzing our culture in nature Ellul states "In the past, different civilizations took different paths; today all people follow the same road and

figure 31



the same impulse" (Ellul, P. 117). Ellul saw that in today's culture we have lost our connection to the organic ways we use to think, we are rapidly coming to the time when we no longer will be in a natural environment (Ellul, p. 79). This created the start of the disappearance of nature. Because of this we become individuals who are servants of technique and must be completely unconscious of ourselves (Ellul, p. 138). What comes natural to us isn't what we now do, we tend to make tolerance of discomfort the norm. For example Medieval castles were drafty

with very large rooms because it showed your wealth. Human nature rejects the cold, as it brings discomfort, and the thought of feeling small is the thought of feeling unimportant. Society started to create that discomfort that now led us to working hard to live, but are we really living, or just living to work hard. As technique evolves it becomes the goals and means, and human satisfaction becomes the target. Trying to obtain human satisfaction was the start of the method of avoiding natural and organic ways. Nature is out of control and the possibility of not satisfying. We can see this in our culture today as we try to control where water flows with dams or how we mass produce products in agriculture. Soon mass satisfaction is the aim and it is no longer about individuals.

"There is no longer respite for reflecting or choosing or adapting oneself, or for acting or wishing or pulling oneself together. The rule of life is: No sooner said than done. Life has become a racecourse, a succession of objective events which drag us along and lead us astray without anything affording us the possibility of standing apart, taking stock, and ceasing to act" (Ellul, P.330). The pace of life has become routine and doubled the speed. Humans try being the best and out doing each other and in doing so lose oneself. Ellul analyzes human techniques by it taking over civilization, death, procreation, and birth (Ellul, p. 128). Soon concluding that human technique is no longer face to face encounters, no more dialogue. It is now about men listening to machines and talking to machines (Ellul, p. 379). With technique now controlling human activity Ellul states "reflection tells him that there has not been anything between his adolescent adventures and his death. Rather than face his own phantom, he seeks film phantoms onto which he can project himself and which permit him to live as he might have



willed.... In short, he becomes a hero. Life suddenly has meaning" (Ellul, P.377). The subconscious of humans are no longer happy and see nothing past what is day to day business. The subconscious has a great effect on human activity, we no longer live organically but now more mechanically as time is more regulated. We don't wake up whenever our bodies tell us to but now we have an alarm, thus losing our natural flow. "The conditions for psychological efficiency are, first, group integration, and second, group unanimity. The purpose of psychological methods is to neutralize or eliminate aberrant individuals" (Ellul, P.410). This supports the fact that humans through psychological technique start to conform. Seen even in education, "Children are educated to become precisely what society expects of them" (Ellul, P. 348). The subconscious can be affected by politics as well, seen in propaganda, which is the ultimate

human technique for conditioning people to fit into the system, and creates safety goats and people to blame.

This brings us to the final topic Ellul analyzes, the end of individualism. "When a society becomes increasingly totalitarian, it requires its citizens to be conformist in the same degree. Thus technique becomes all the more necessary." (Ellul , P. 348) Until there is what Ellul refers to as supermen, which are evolved humans that are able to handle the technique and take back control, our lives will always be controlled by technology. In the end Ellul takes a look at the future and he really offer no hope for escape from the problem of technique taking over, yet with him writing this book shouldn't it give us a glimpse of hope? To leave you with one final note from Jacques Ellul, the only way to think about the purpose of life is now to evaluate it with technical methods, thus not creating a solution.

figure 32

The supreme luxury of the society of technical necessity will be to grant the bonus of useless revolt and of an acquiescent smile.

-Jacques Ellul<sup>[1]</sup>

The world is made of two paths, the inner and the outer of the mind. The mind referring to the inner human beings. This book introduces this concept to us by going back in history to the times of tragedies of the 5th century Greeks. The Greeks understandings of the outer world were distorted by these tragedies, but it broke down the system and investigated how human nature works.

In the 5th century the world was full of hostile events and in the eyes of the Greeks they were directed at human beings. One of which were usually attacks on a healthy body, but how did they know what a healthy body is? Analyzing an unhealthy body giving them insight on how it is supposed to work. But they were analyzing the unseen, invisible, because of this it was still unknown.

Greeks in the 5th century centered their history around community life and how to defend humanity. Defend against nonhumans, such as the natural (animals) and the supernatural (the Gods). By relating things that were opposites, it created a bridge. Analyzing opposites, you see more

clearly. Culture vs nature, thought vs world, dead vs living, left vs right, all these gave them a greater meaning when compared. This is what the writers in the 5th century focused on. The pain, the unknown inner emotion that the audience shared. The community took this as a way at looking at human beings and their existence. The outside taking on the inside and vis versa. To further understand this connection, we look at what the 5th century Greeks looked at, the Gods. This bridge was controlled by Hermes, the god of doors, connections, master of languages and communicator. Hermes creates the pathway of what happens on the inside of human being to the outside world. The teachings from Hermes was what is mine and yours, but my meaning is not your meaning. This brings a tension, with tension comes balance. This is where the use of metaphors starts, it brings a greater understanding for human beings and their meaning. This led to the comparison of something with "like" meant "is not" thus the creation of metaphor.

At this time the Greeks became curious what happens in ones body, not just the outside. Creating the term "Splanchna" essentially it is more than just the inside of someone, such as their organs, but those organs hold emotions, feelings, thoughts. For example, one might think its unfair to dislike someone before getting to learn their splanchna. Resembling to modern time of the phrase "don't judge someone until you have walked in their shoes". If you had good splanchna then you were someone who had good communication with the Gods. This is important to the Greeks as the Gods put ideas and emotions into humans' insides. The inner human is how a person connects to another person.

Using metaphors, the 5th century Greeks understood the inner human, their physical organs. For example the heart had three names, one feminine, one masculine, and one neutral. All three names had a different definition when it came to explain what was happening on the inside. But the heart was the center of thought, perception and feeling. The liver held the center

of lust, pain, anger, and fear. As we know with modern medicine this is false, so how did they come to this conclusion? Again, we look at the Gods, Tityus sexually assaulted goddess Leto and in doing so after he died he was chained in Hades while two vultures tear at his liver forever. This gave the idea of the liver controlling lust. Not only organs were analyzed but also the spirit, soul and mind. All of which are truly inner pieces, as they are unseen. All these principles have connections underlying the way we conceptualize society, body and the world.

This comes hand in hand with the thinking processes, primary thinking (imaginative, metaphorical) and secondary thinking (rational, analytical). You start at primary when born and you learn secondary. Your inner is imaginative, the starting point, and then go to the outer, learning the world. Thus the inner influences the outer. Humans create an inner vessel of thought, but these thoughts are also influenced by the Gods and the natural environment, both outside of the body. Seeing the connection between inner and outer, and how the forces are fluids moving through a channel affecting each other back and forth.

Using metaphors is not a vehicle for explanation but it is the explanation, it provides the theory. It lies with what we think is inside us and what we imply is inside us, meaning when we speak our emotions. For example, "my heart leap in fear" a heart can't leap but that is how you felt. Or "butterflies in your stomach" meaning you are nervous. Our language is a window in which we see the world and especially ourselves in the world. We see words as if we can find the beginning, we can find the meaning and function. This meaning will create concreteness in the mind, knowing something is true without a doubt. Concreteness helps human beings understand where they are in the universe. Perception and concreteness work together, this is the outside coming inside. Perception can be seen in history as humans perceive they were the center of the universe, as they perceived what they could see, not the unseen.

figure 33





You go because you heard a cuckoo call. You go because you've met someone, you made a vow, there are no more grasshoppers. You go because the cold is coming, spring is coming, soldiers are coming: plague, flood, an ice age, a new religion, a new idea. You go because the world rotates, because the world is changing and you've lost the key. You go because you have the kingdom of heaven in your heart. And the kingdom of hell has taken over someone else's heart.

You go because you have magnetite in your brain, thorax, tips of your teeth. Because there's food over the hill and there'll be gold, or more likely bauxite, inside the hill. You go because your mother is dying and only you can bring her the apples of the Hesperides. You go because you need work.

You go because astrologers say so. Because the sea is calling and your best friend bought a motorbike in America last year. You go because the streets are paved with gold and your father went when he was your age. You go because you have seventeen children and the Lord will provide; because your sixteen brothers have parcelled up the land and there's none left for you. You go because the waters are rising, an ice sheet is melting, the rivers are dry

there are no more fish in the sea. You go because God has given you a sign – you had a dream – the potatoes are blighted. Because it is too hot, too cold, you are on a quest for knowledge and knowledge is always beyond. You go because it's destiny, because Pharoah won't let you light candles at sundown on Friday. Because you're looking for an enchanted lake, the meaning of life, a tall tree to nest in. You go because travel is holy, because your body is wired to go, you'd have a quite different body and different brain if you were the sort of bird that stayed. You go because you can't pay the rent: creditors lie in wait for your children after school. You go because Pharoah has hogged the oil, electricity and paraffin so all you have on your table are candles, when you can get them.

You go because there's nothing left to hope for; because there's everything to hope for and all life is risk. You go because someone put the evil eye on you and barometric pressure is dropping. You go because you can't cope with your gift – other people can't cope with your gift – you have no gift and the barbarians are after you.

## RUTH PADEL

You go because the barbarians are gone, Herod has turned off the internet and mobile phones, the modem is useless and the eagles are coming. You go because the eagles have died off with the vultures and the ancestors are angry there's no one to clean the bones. You go in peace, you go in war. Someone has offered you a job. You go because your dog is going too. Because the Grand Vizier sent paramilitaries to your house last night you have to go quick and leave the dog behind.

You go because you've eaten the dog and that's it, there's nothing else. You go because you've given up and might as well. Because your love is dead – because she laughed at you; because she's coming with you, it will be a big adventure and you'll live happily ever after. You go in hope, in faith, in haste, high spirits, deep sorrow, deep snow, deep shit and without question.

You pause halfway to stoke up on Omega 3 and horseshoe crabs. You go for phosphorus, myrtle-berries, salt. You go for oil and pepper. It was your father's dying wish. You go from pole to pole, you go because you can, you have no feet, you sleep and mate on the wing. Because you need a place to shed your skin in safety. You go with a thousand questions but you are growing up, growing old, moving on. Say goodbye to the might-have-beens –

you can't step into the same river twice. You go because hope, need and escape are names for the same god. You go because life is sweet, life is cheap, life is flux and you can't take it with you. You go because you're alive, because you're dying, maybe dead already. You go because you must.

POETRY OF MIGRATION

6.6.16



figure 36



## Context

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## Historical Context

The history of the United States Immigration starts around the year 1600, with European settlers coming across the Atlantic Ocean. Few decades later slavery started, importing humans from Africa. These were the first waves of immigration, some trying to find a new beginning, and some forced to come. The United States at this time was known as the “new world”, as it as yet to become a country at this time. In 1776 the United States gained its independence and immigration rate started to rise. With the rise of immigrants the regulations and restrictions became stricter too. Attitudes towards new immigrants have cycled between favorable and hostile since the 1790s. During the years 1790-1849 there was little to no immigration, but more emigration to Canada. As immigration picked up from Irish Catholics who were skilled in railroad and canal making settling in urban areas in the North East. Germans started settling to farms near the Midwest.

Between 1841 and 1850, immigration was at an all time high, totaling

“Remember, remember  
always, that all of us,  
and you and I especial-  
ly, are descended from  
immigrants and revolu-  
tionists.”

— Franklin D. Roosevelt

1,713,000 immigrants (around 700,000 Irish, 450,000 German, 260,000 British, and 70,000 French). Each group had different reasons for emigrating from their homeland, like the Potato Famine in 1845-1849 in Ireland. Poor conditions in Europe drove the population out, as the United States had land, freedom, opportunity and jobs.

In 1848 there was a Treaty of Guadalupe Hidalgo that ended the Mexican War, this extended the US citizenship to over 60,000 Mexicans in the New Mexico Territory and around 12,000 in California. California becoming a state in 1850 and this followed by the California Gold Rush which attracted many immigrants from Latin American, China, Australia, and Europe. This led to the population of California to be around 90,000.

Around 5 million Germans migrated to the US between the years 1850-1930, around this time around 3.5 million British and 4.5 million Irish also entered the United States. This was do to the larger steam powered ocean ships and the expansion of the railroad in Europe. 1910 was the high point for Italian immigrants coming to the United States, as over 2 million migrated, yet half of them returned to Italy after working about 5 years. This wave was mainly between the ages of 15-30, Predominant young people, it was known as a flood of immigrants, nearly 25 million Europeans made this trip.

After the US Civil War, each state started to pass their own laws regarding immigration, this led the Supreme Court to make immigration a federal issue in 1875. Page Act of 1875, known as the Asian Exclusion Act, outlawed the importation of Asian contract laborers and Asian women who were engaging in prostitution as well as all people who were considered convicts in their own countries. In 1882, the Chinese Exclusion Act was passed by Congress. This excluded all Chinese laborers from immigrating to the United States. This regulated the amount of Chinese people immigrating into the US for the next 10 years. Chinese immigrants started to illegally entering the US, mainly through the US-Canadian border.



figure 37

# Past Immigration Laws

<p><b>1790</b></p> <p><b>The Naturalization Act of 1790</b>, the country's first naturalization statute, says that unindentured white males must live in the U.S. for <b>two years before becoming citizens</b>.</p>	<p><b>1795</b></p> <p><b>The Naturalization Act of 1790 is amended</b> and extends the residency requirement to <b>five years</b>.</p>	<p><b>1798</b></p> <p>With xenophobia on the rise, the residency requirement in the <b>Naturalization Act of 1790</b> is lengthened again, to <b>14 years</b>.</p>	<p><b>1802</b></p> <p>The residency requirement for citizenship is reduced to <b>five years</b>.</p>	
<p><b>1870</b></p> <p><b>The Naturalization Act of 1870</b> allows "aliens of African nativity" and "persons of African descent" to become U.S. citizens.</p>	<p><b>1875</b></p> <p><b>The Page Act</b> becomes law. It's the country's first exclusionary act, banning criminals, prostitutes, and Chinese contract laborers from entering the country.</p>	<p><b>1882</b></p> <p>Congress passes the <b>Immigration Act</b>.</p> <p><b>The Chinese Exclusion Act of 1882</b>.</p>	<p><b>1891</b></p> <p><b>Immigration Act of 1891</b> creates the <b>Bureau of Immigration</b></p>	<p><b>1892</b></p> <p><b>The Geary Act</b> strengthens the <b>Chinese Exclusion Act of 1882</b> by requiring Chinese laborers to carry a resident permit at all times. Failure to do so could result in deportation or a sentence to hard labor. It also extends for another 10 years the ban on Chinese becoming citizens.</p>

Population and foreign born 1790–1849 Census population, immigrants per decade				
Census	Population	Immigrants <sup>1</sup>	Foreign born	%
1790	3,918,000	60,000		
1800	5,236,000	60,000		
1810	7,036,000	60,000		
1820	10,086,000	60,000		
1830	12,785,000	143,000	200,000 <sup>2</sup>	1.6%
1840	17,018,000	599,000	800,000 <sup>2</sup>	4.7%
1850	23,054,000	1,713,000	2,244,000	9.7%

1. The total number immigrating in each decade from 1790 to 1820 are estimates.  
2. The number of foreign born in 1830 and 1840 decades are extrapolations.

figure 39

U.S. historical populations		
Country	Immigrants before 1790	Population 1790 <sup>[20]</sup>
Africa <sup>[21]</sup>	360,000	757,000
England*	230,000	2,100,000
Ulster Scotch-Irish*	135,000	300,000
Germany <sup>[22]</sup>	103,000	270,000
Scotland*	48,500	150,000
Ireland*	8,000	(Incl. in Scot-Irish)
Netherlands	6,000	100,000
Wales*	4,000	10,000
France	3,000	15,000
Jewish <sup>[23]</sup>	1,000	2,000
Sweden	1,000	6,000
Other <sup>[24]</sup>	50,000	200,000
<b>British total</b>	<b>425,500</b>	<b>2,560,000</b>
<b>Total<sup>[25]</sup></b>	<b>950,000</b>	<b>3,900,000</b>

figure 40

State/Territory	Foreign-born population by U.S. state as a percentage of the total population (1850–2010) <sup>[58][59]</sup>																
	1850	1860	1870	1880	1890	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010
United States of America	9.7%	13.2%	14.4%	13.3%	14.8%	13.6%	14.7%	13.2%	11.6%	8.8%	6.9%	5.4%	4.7%	6.2%	7.9%	11.1%	12.9%
Washington		27.1%	21.0%	21.0%	25.8%	21.5%	22.4%	19.6%	16.3%	12.1%	8.3%	6.3%	4.6%	5.8%	6.6%	10.4%	13.1%

figure 41

In the late 19th century and early 20th century immigrants from Lebanon and Syria started to settle in the United States. Most of these immigrants were Christians, the smaller number of Jews, Muslims, and Druze. This group settled all over the country, many in New York or Boston and the Midwest where they became farmers.

In 1917 Congress passed a literacy requirement to curb the influx of low skilled immigrants entering the country. A few years later Congress passed the Emergency Quota Act in 1921, then the Immigration Act of 1924, which restricted the Southern Europeans and Russians immigrating. This set quotas for European immigrants that only 2% of 1890 immigrants stocks were allowed into the United States.

In the late 1880's the term "New Immigration" was used for the influx of Catholic and Jewish immigrants migrating from Italy and Russia, areas where there was little immigration from before. Most came through the New York Ellis Island, so the Galveston movement came into play to redirect immigrants to be dispersed to other parts of the country.

The public feared that the new immigrants lacked political and social skills that were needed to successfully assimilate into the American culture.

This fear raised the question if the US should still be considered a "melting pot" or as the public referred to it as a "dumping ground". Older generation Americans only saw negative effects on the economy, politics, and culture. This is why the literacy act was set into place, not that they must learn English, but an immigrant must be able to read and write in their own language before settling in the US.

After World War I (1914-1918) Congress reformed the National Origins Formula of 1921, restricting immigrants entering the United States, but also quotas based on national origins. Essentially giving preference to immigrants from Central Northern and Western Europe and limiting numbers from Russian and Southern Europe and saw immigrants from Asia unworthy of entry. This era lasted till 1965. These 40 years, the US limited numbers of refugees, this included Jewish refugees from Nazi Germany, refugees fleeing from Communist rule in Central Europe/Russia, Hungarians seeking refuge after failed coupe, Cubans after revolution.

The Equal Nationality Act of 1934 allowed foreign born children of American mothers and foreign fathers who had entered the US before the age of 18 and lived in the US for 5 years to apply for American Citizenship for the first time.

The Displaced Persons Act of 1948 allowed displaced people of World War II to start immigrating, over 200,000 Europeans, 20,000 orphans displaced by the war were now allowed to immigrate to the US outside of the Immigration quotas. In total around 600,000 refugees were allowed in the US.

In the 1950's the Internal Security Act banned admission of Communist because it would "endanger the welfare of the United States".

1986 the Immigration Reform and Control Act (IRCA) passed and created penalties for employers hiring illegal immigrants. This granted about 3,000,000 illegal immigrants amnesty, many from Mexico.

"I had always hoped that this land might become a safe and agreeable asylum to the virtuous and persecuted part of mankind, to whatever nation they might belong."

- George Washington

Based on these eight social dimensions determine how immigrants “fit” into the American society. The social and spatial mobility across generations, competence in the English language, naturalization and intermarriage and ethnic identity. The next concerns of social immigration are effects on American Institutions, focusing on the side effects for the rest of the population, and participation in crime. The outcomes effect not only the immigrants value and skills but the resident population. Although it is not possible to resolve all controversies over the impact of immigration, enough is known to allay some of the widely held concerns that immigration has exacerbated the social problems that confront American society in the late twen-

“Mr. Speaker, our Nation depends on immigrants’ labor, and I hope we can create an immigration system as dependable as they are.”

- Luis Gutierrez

tieth century. Over time, many immigrants, and especially their children, have become integrated into the mainstream of American society (Alba, 1995; Hirschman, 1983; Lieberman, 1980; Portes and Rumbaut, 1996), and immigrants have made significant contributions to many American institutions.

It is also true that some immigrants have participated in crime, and interethnic tensions and violence, sometimes directed at other immigrants, have surfaced. But the weight of both the historical and the current evidence is that immigrants are no more likely to participate in

socially disapproved activities than are native-born Americans. Some negative criticism is that immigrants do not adapt to American society and culture. The idea of a common society in which all members are fully incorporated and socially equal has been more of an ideal than a reality in American history. America has always been characterized by variations in socioeconomic and cultural status associated with groups defined by national origin and color as well as by great variation even within national-origin groups.

Immigrants tend to cluster in certain geographic areas and occupations. Since they usually depend on the assistance of kin and others in their primary networks, ethnic neighborhoods and enterprises are often essential stepping stones for their social and economic adaptation. Even when government policy tries to disperse new arrivals around the country. Immigrants who arrive as adults are sometimes slow to learn English, and

many older immigrants continue to have close attachments to the countries of origin long after their arrival. In contrast, the second generation, including immigrants who arrive as children or adolescents, typically become “American” in language, behavior, and outlook. Considerable uncertainty still surrounds the social and economic fortunes of the waves of immigrants who arrived in recent decades. Although it is too early to draw definitive conclusions, most studies show that, with few exceptions, recent immigrants and their children (the second generation) are doing relatively well (Barringer et al., 1993; Jasso and Rosenzweig, 1990; Portes and Rumbaut, 1996). This does not mean that parity has been reached, nor even that all recent groups of immigrants have escaped poverty, but simply that most of the newcomers are not completely isolated from the mainstream of American society: they work, live in neighborhoods, and go to school in proximity to the native-born population.

One of the most important indicators of social adaptation is the level of integration (or segregation) in residential areas. Residential integration is considered the linchpin of interethnic relations, since it opens the door to informal association in schools, playgrounds, and other places where close personal bonds and friendships are formed. In the initial years after arrival, the massive waves of immigrants in the early twentieth century clustered tightly together, but rising income levels and the passage of generations blurred residential segregation within a few decades (Lieberson, 1980: Chapter 9). The rapid pace of immigration in the last three decades has also created many new ethnic areas in major cities around the country. These have been interpreted by some as a sign of balkanization and a harbinger of long-term trends. But empirical

“I’ve always argued that this country has benefited immensely from the fact that we draw people from all over the world.”

- Alan Greenspan

research suggests that this may be simply a short-term response. In 1970, the typical immigrant lived in a neighborhood that was 33 percent either first- or second-generation (Borjas, 1995). But members of the second-generation lived in neighborhoods that were 28 percent first- or second-generation, and those in the third and later generations lived in neighborhoods that were only half as segregated, with 14 percent first- and second-generation.

(<https://www.nap.edu/read/5779/chapter/10#369>)

“People come here penniless but not cultureless. They bring us gifts. We can synthesize the best of our traditions with the best of theirs. We can teach and learn from each other to produce a better America...”

- Mary Pipher



“The land flourished because it was fed from so many sources—because it was nourished by so many cultures and traditions and peoples.”

- Lyndon B. Johnson



figure 43



Site

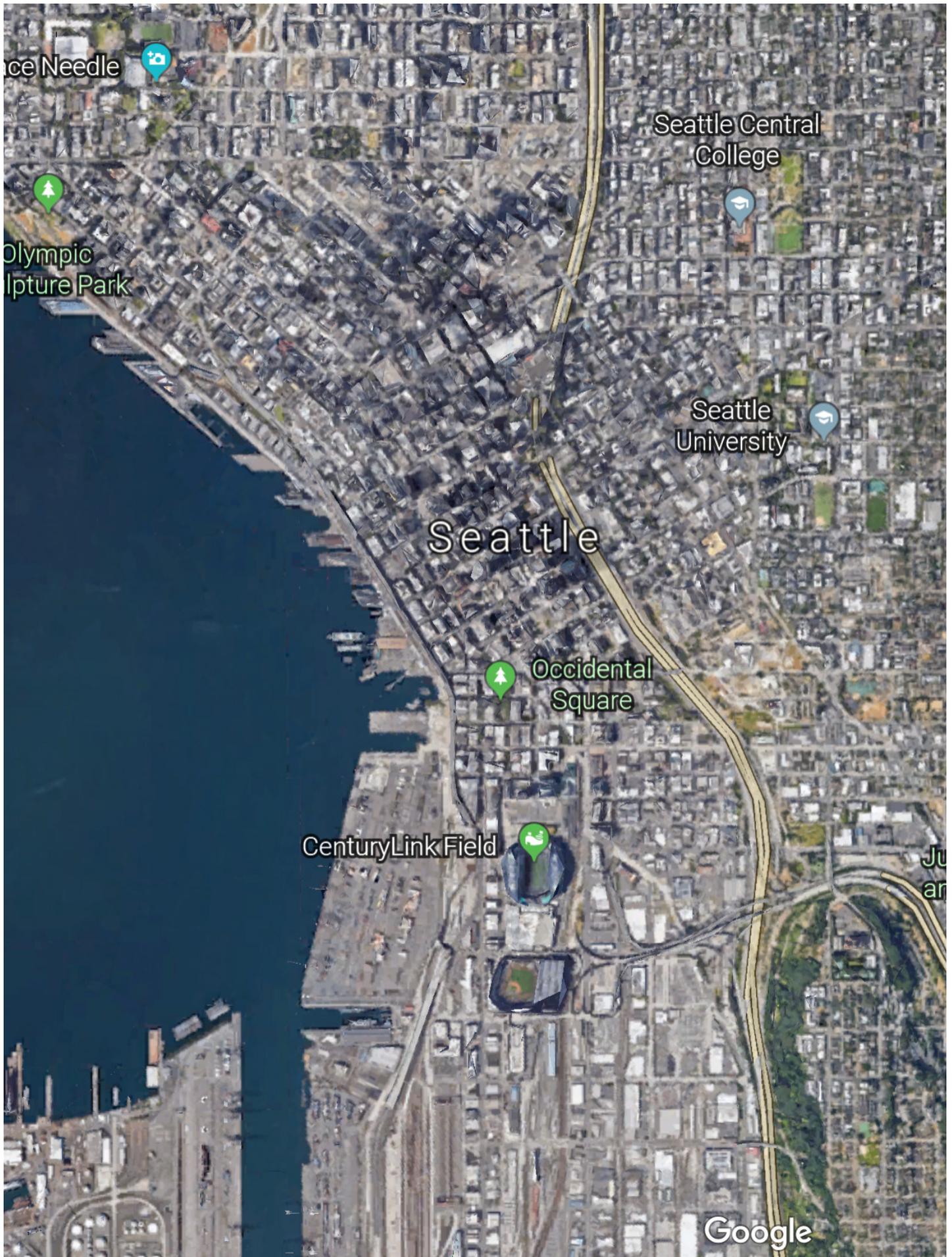


figure 44

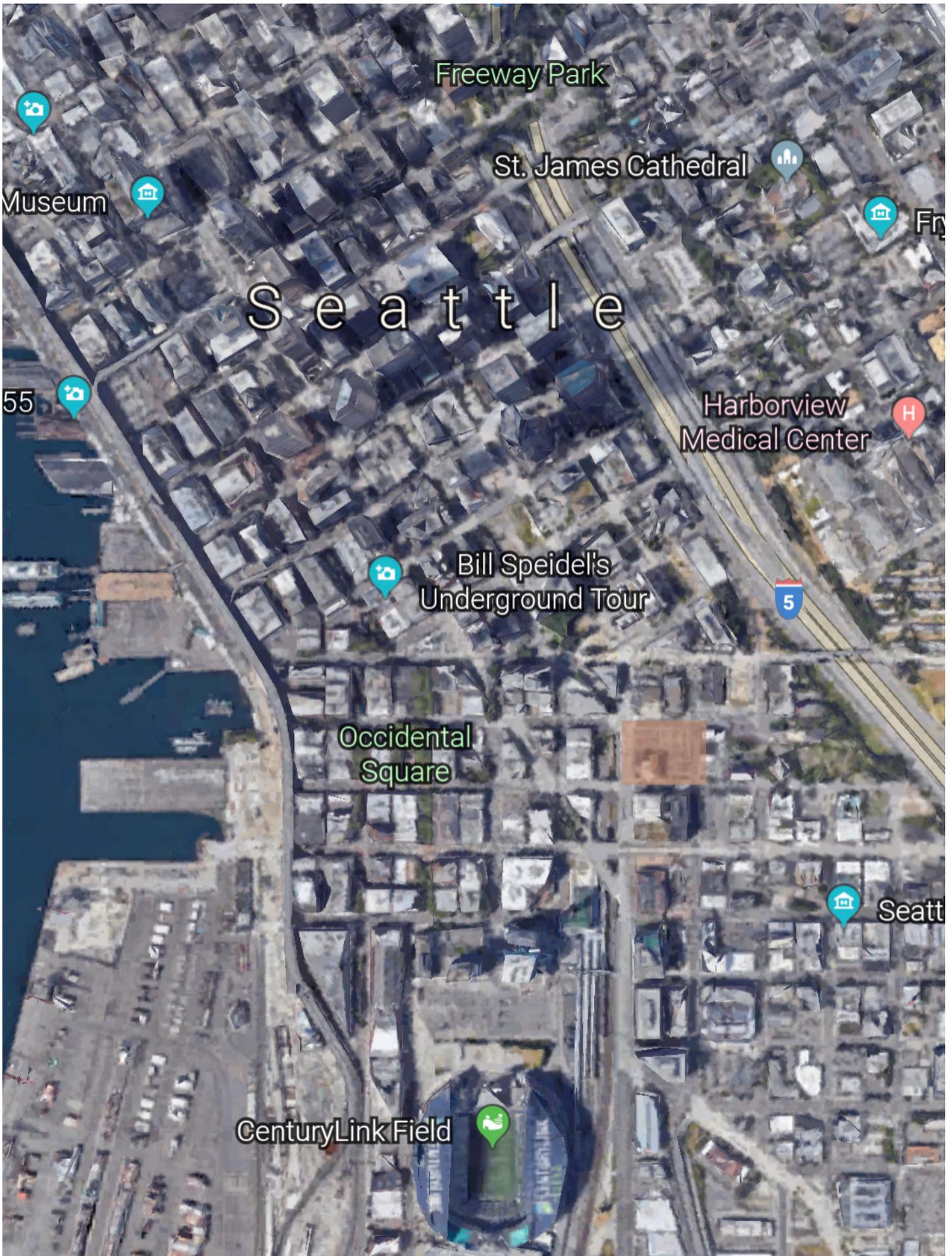


figure 45

# Seattle, Washington

## Main Street and 4th

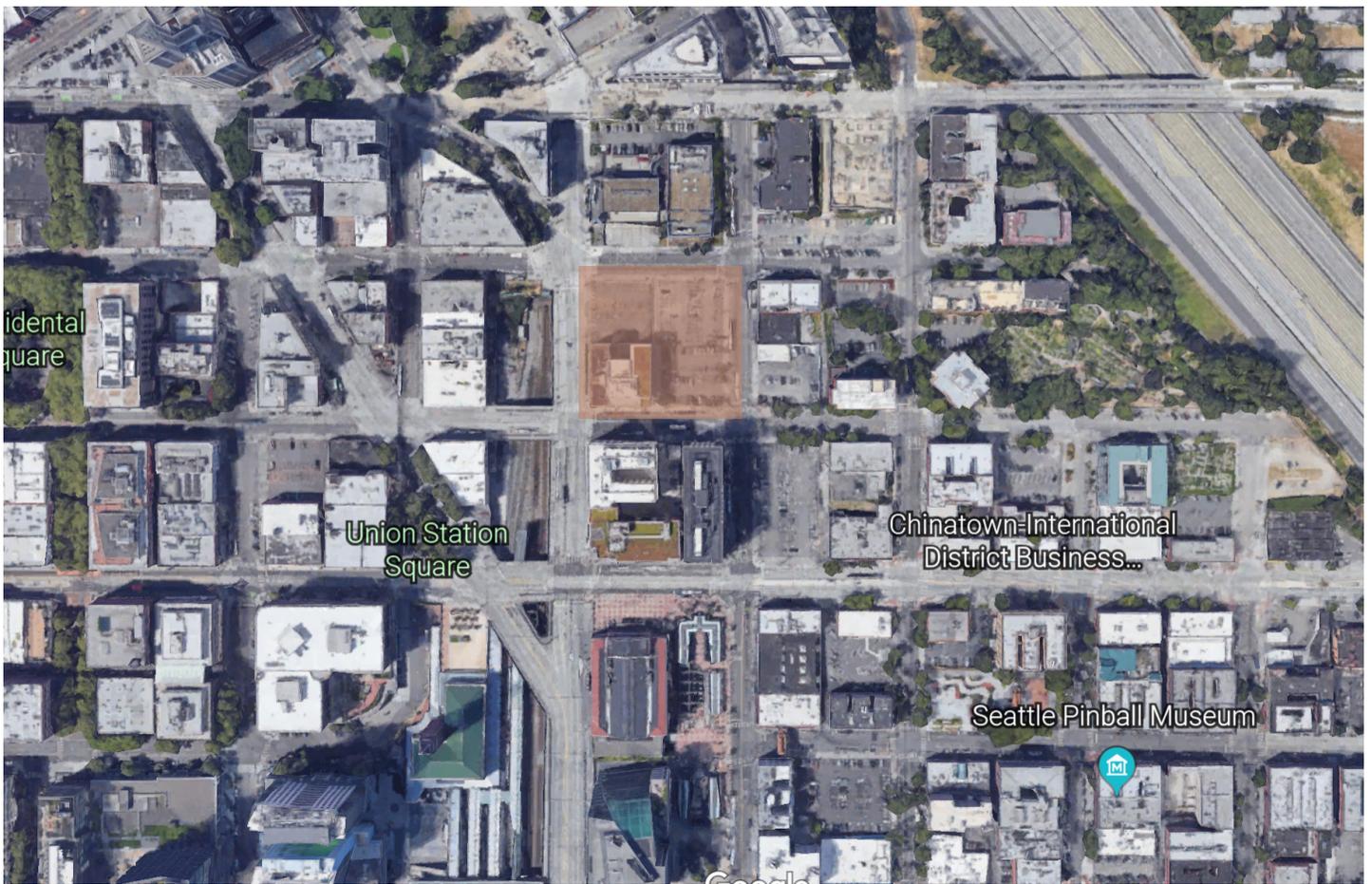


figure 46

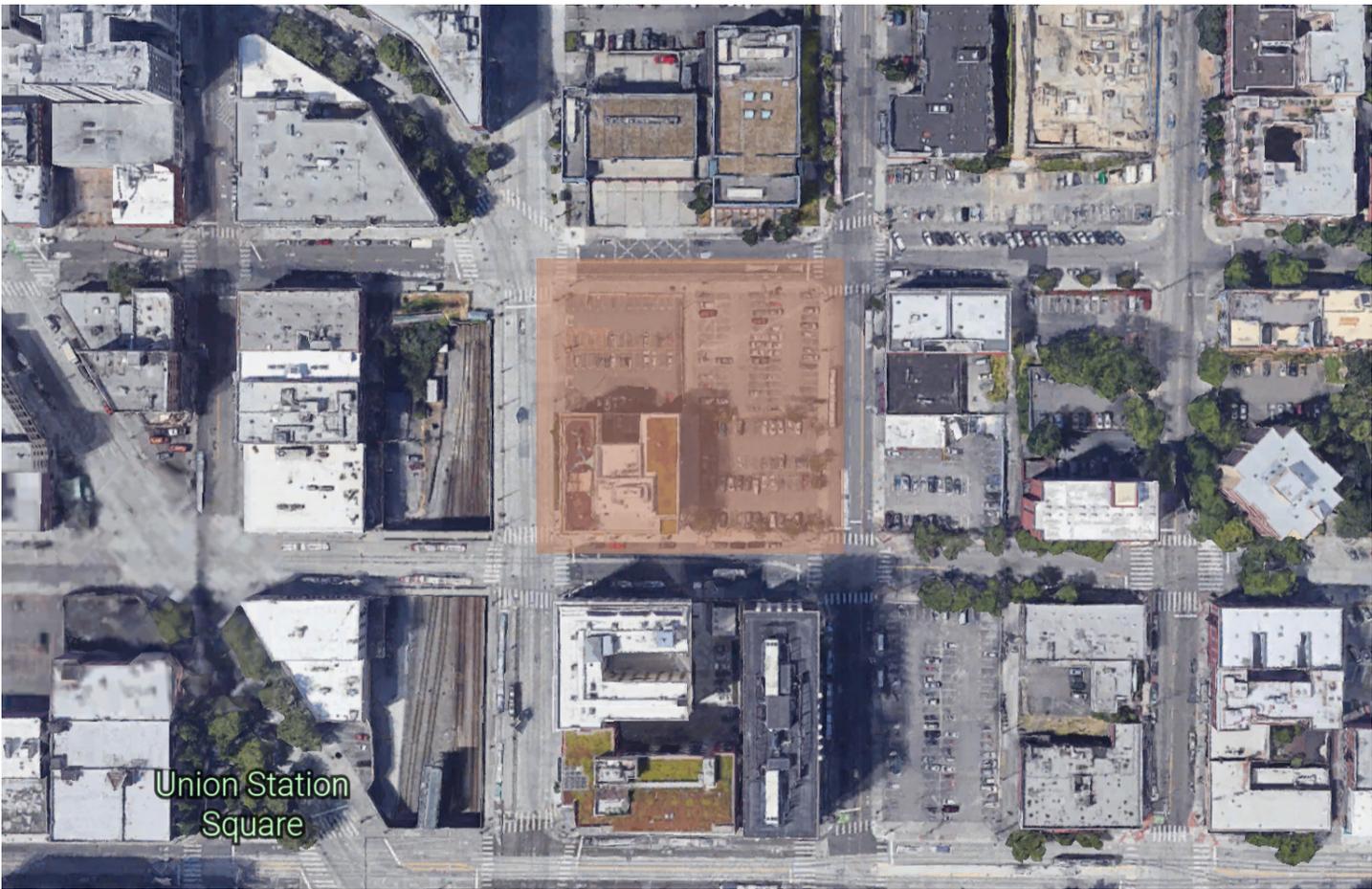


figure 47



figure 50



figure 49



figure 48





figure 51



figure 52



figure 55



figure 53

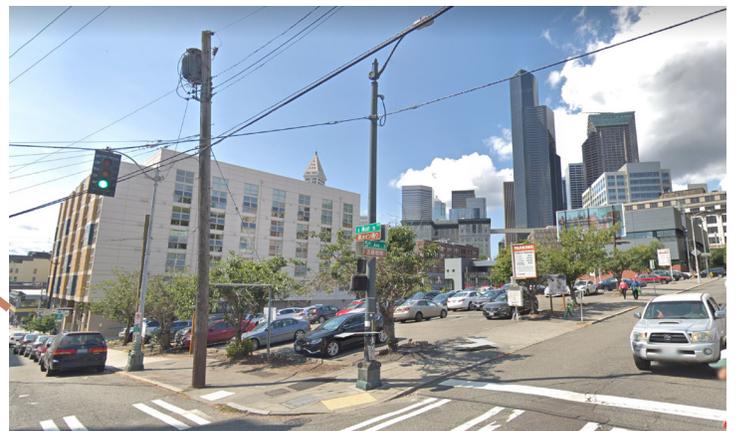


figure 54

# Views of Elliot Bay and Downtown

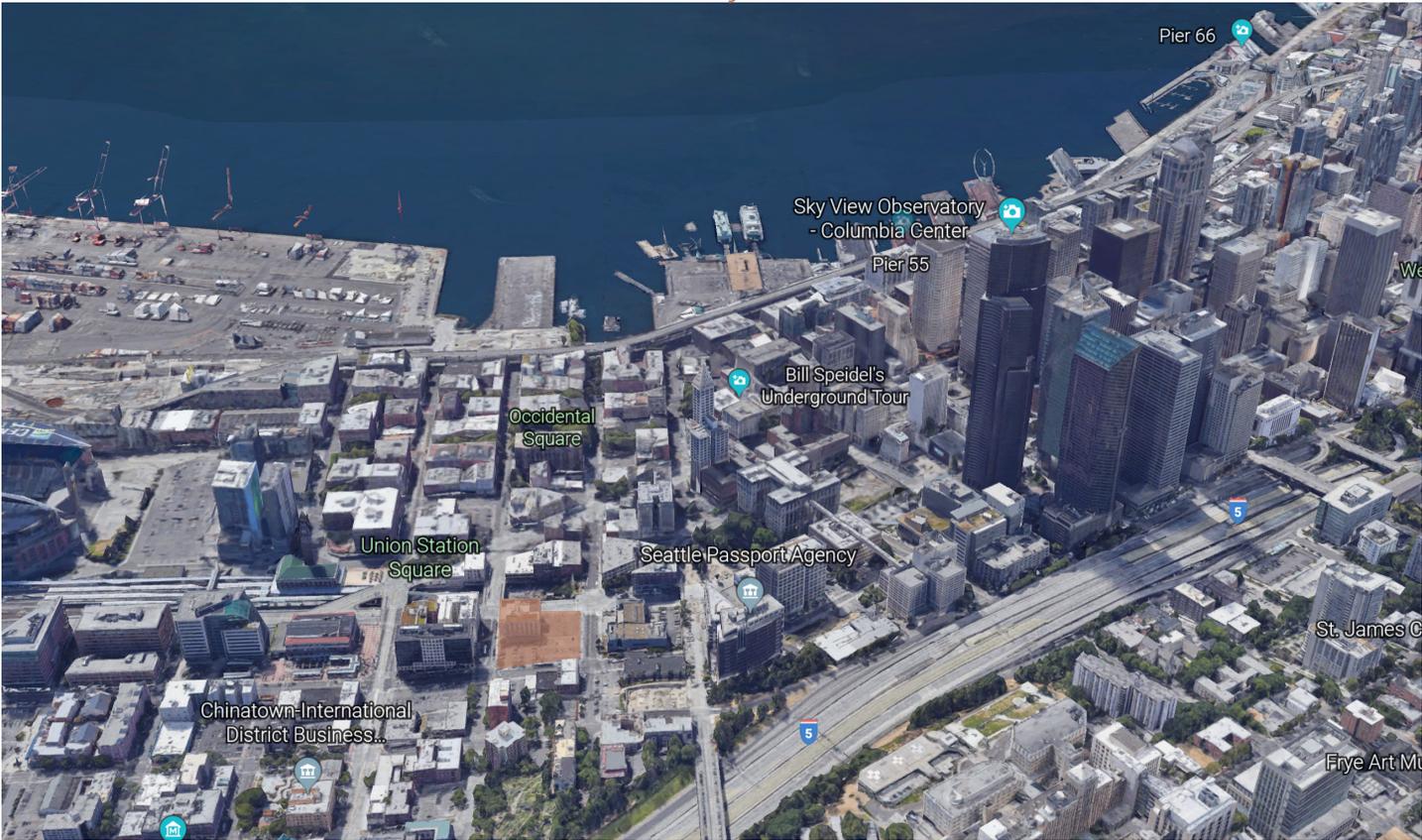


figure 56

## Located in International District



figure 57



figure 58

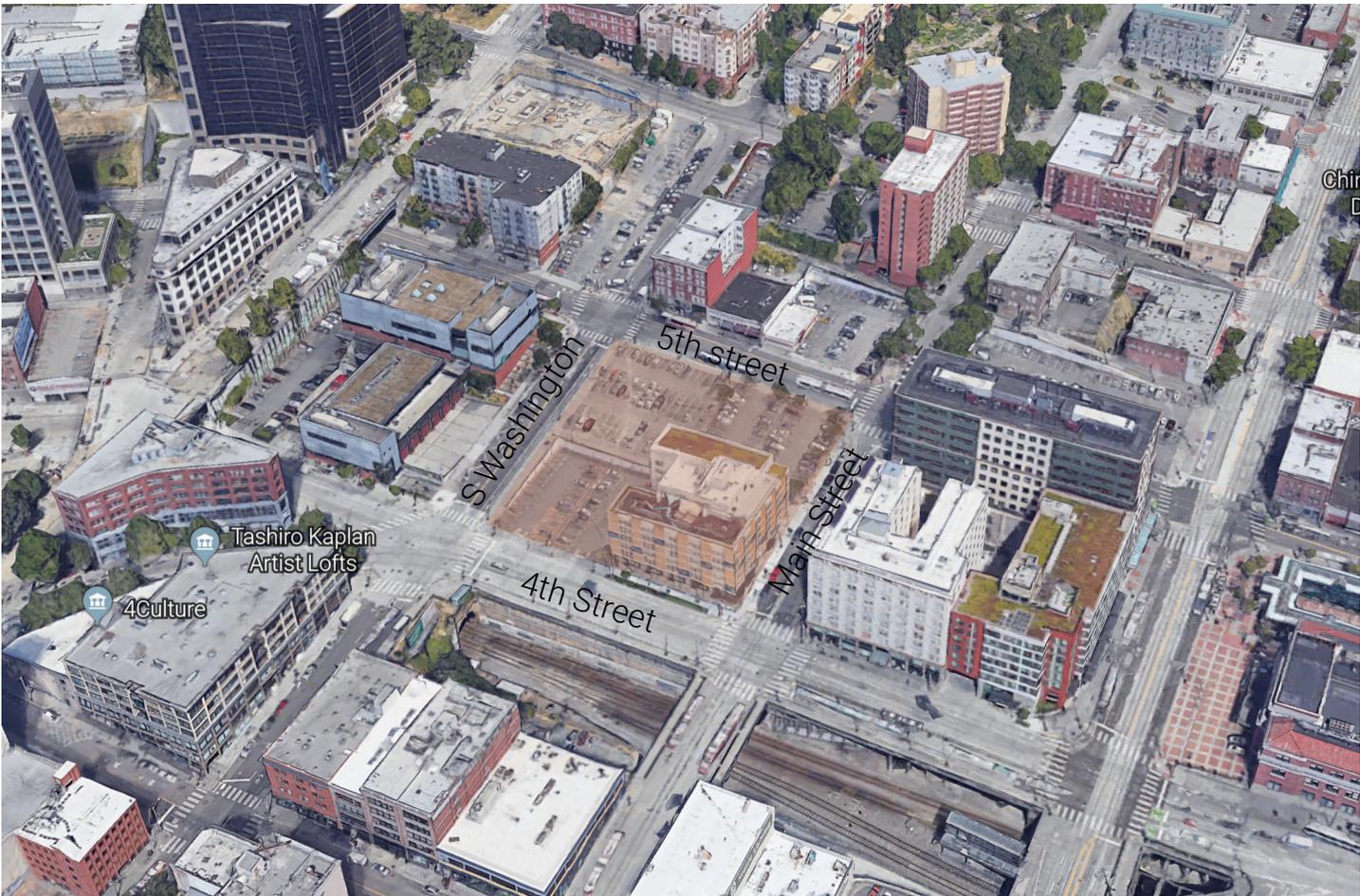


figure 59



figure 60



figure 61

## Parcel Heights

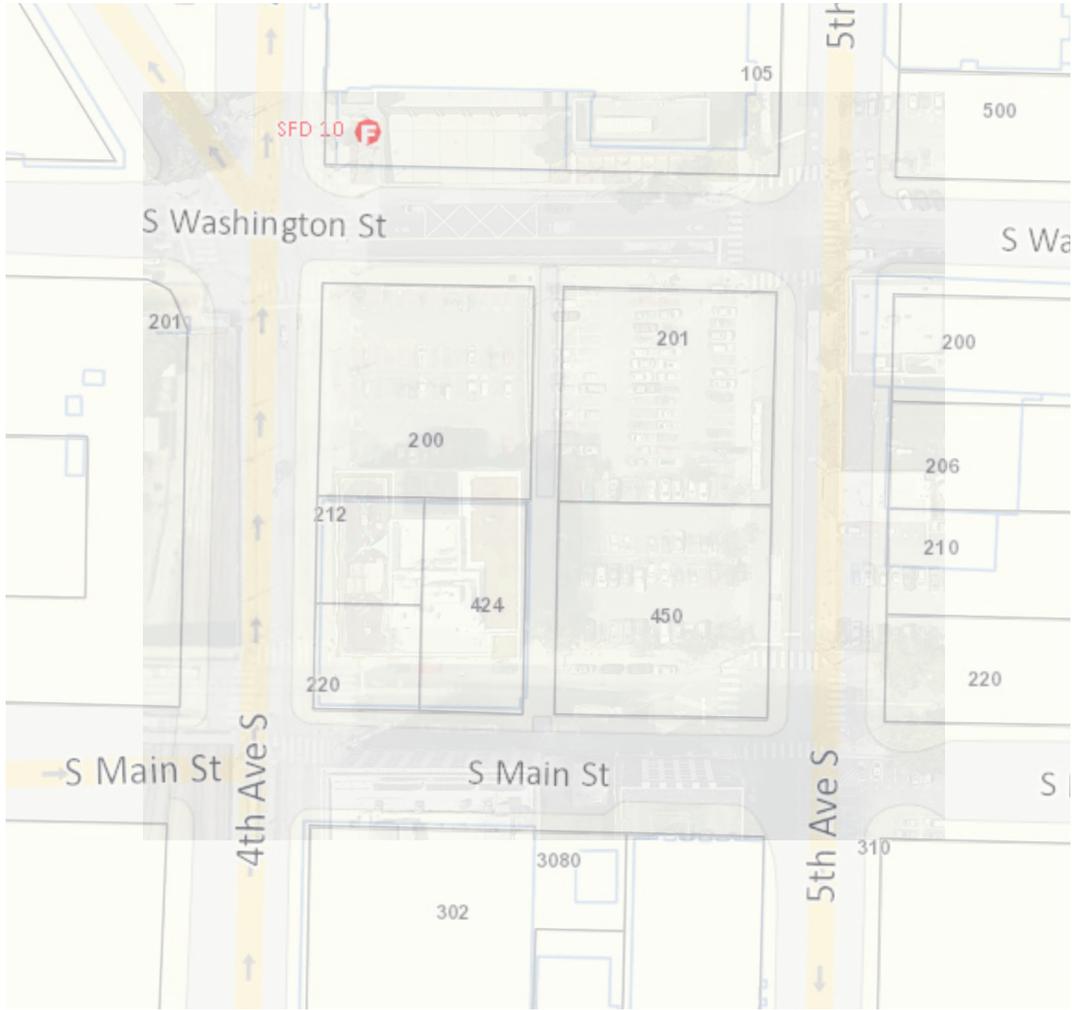


figure 62

## Contour Lines

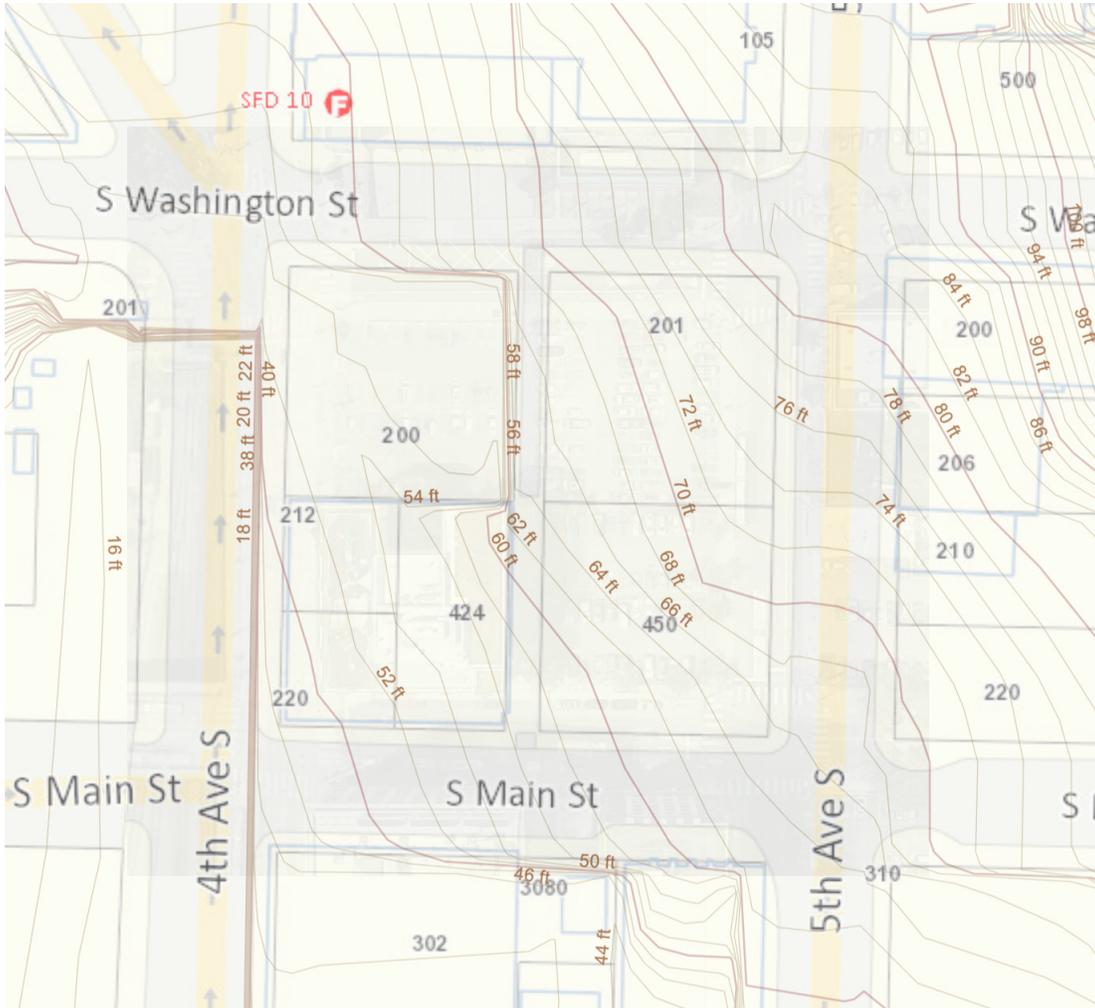


figure 63

## Vegetation Location

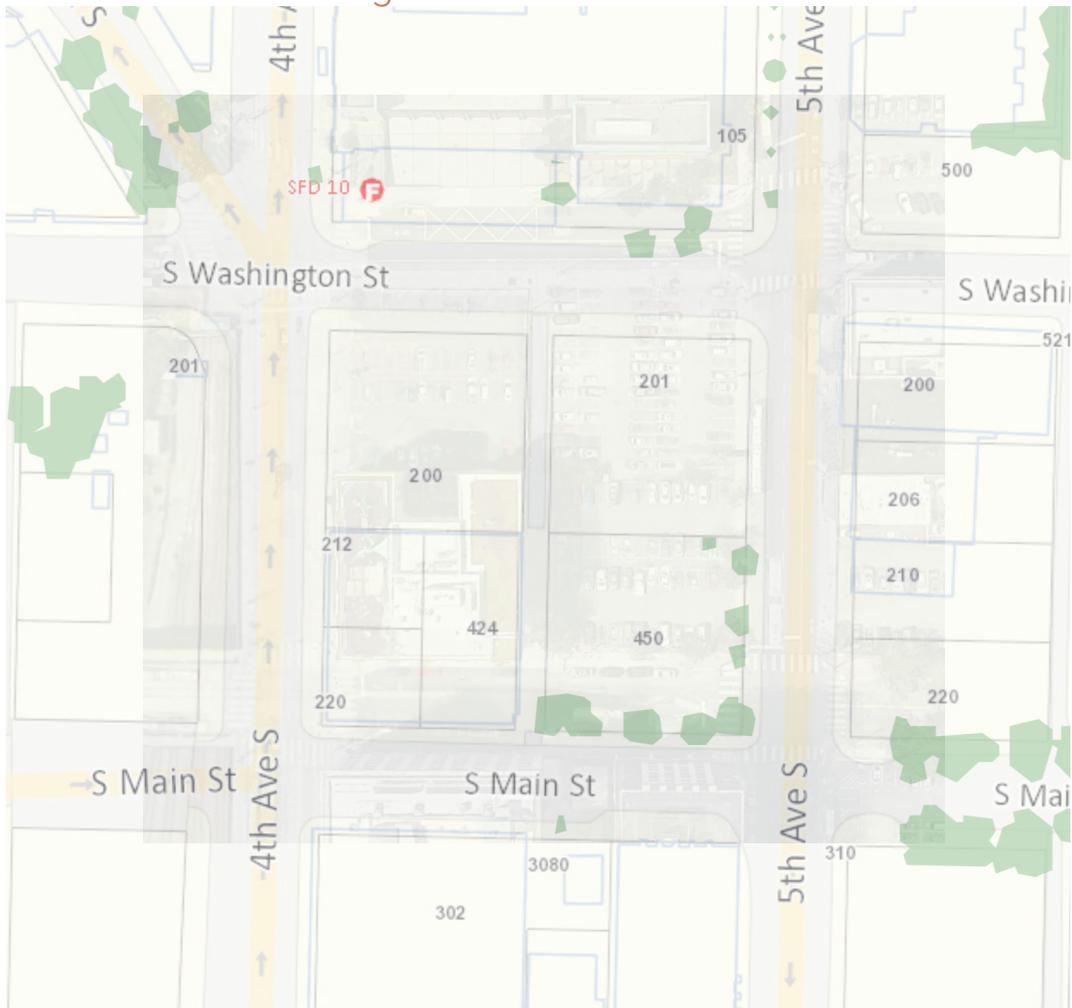


figure 64

## Nearby Greenery/Parks

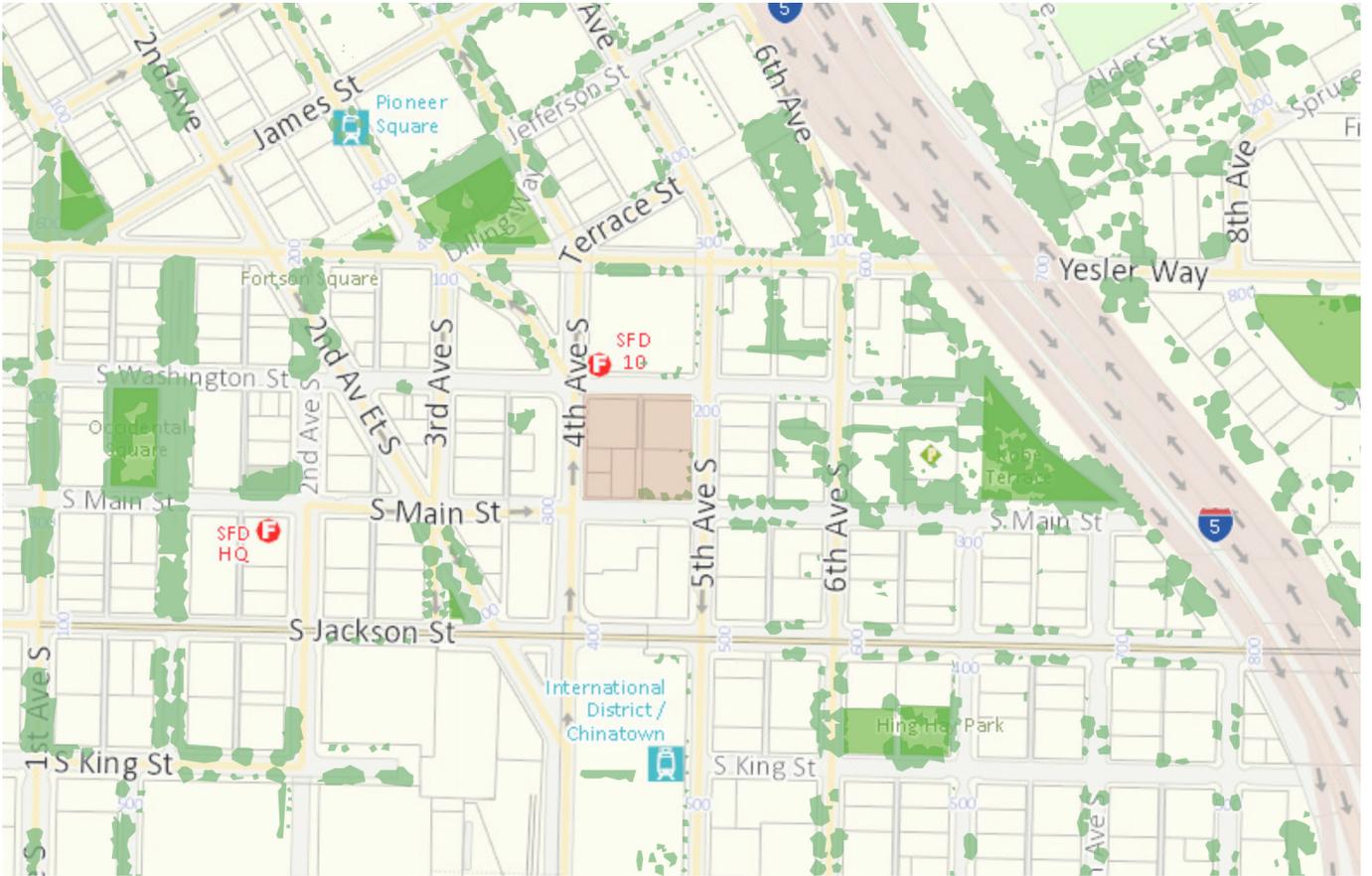


figure 65

-  Urban Center; Urban Center Village
-  Hub Urban Village
-  Residential Urban Village
-  Manufacturing Industrial

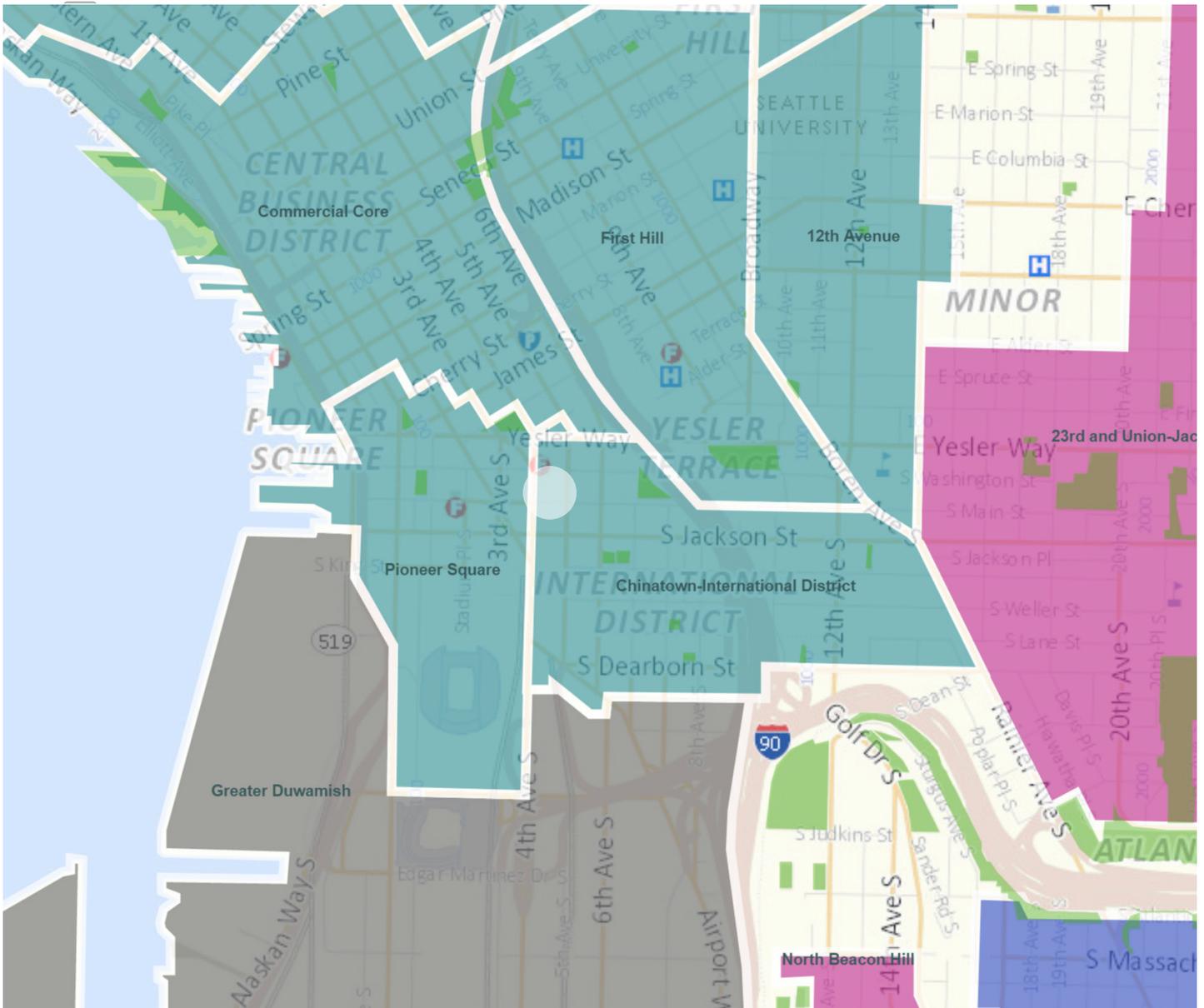


figure 66

# Zoning Map

Zoning

-  Downtown
-  Major Institutions
-  Manufacturing/Industrial
-  Master Planned Community
-  Multi-Family
-  Neighborhood/Commercial
-  Residential/Commercial
-  Single Family

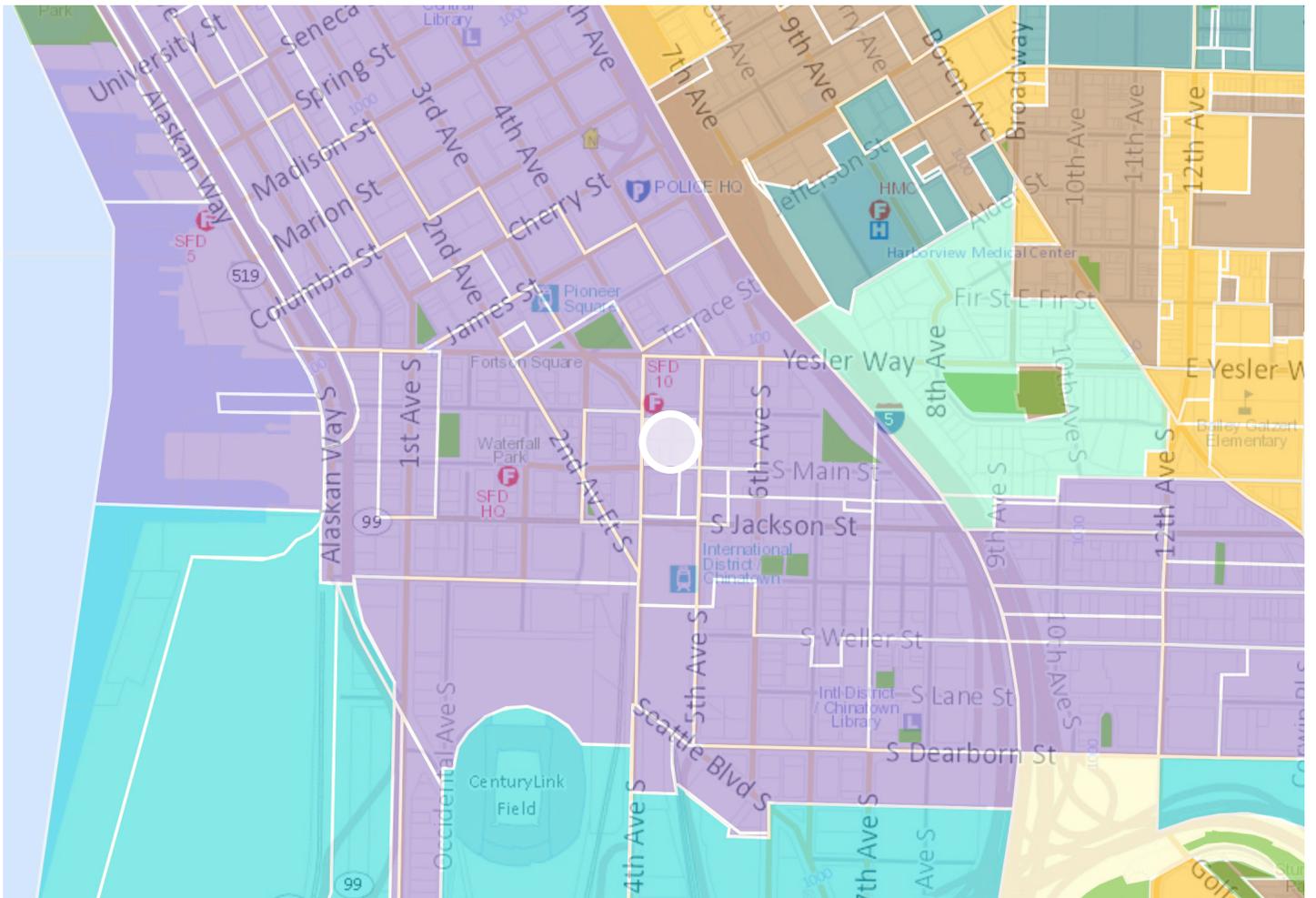
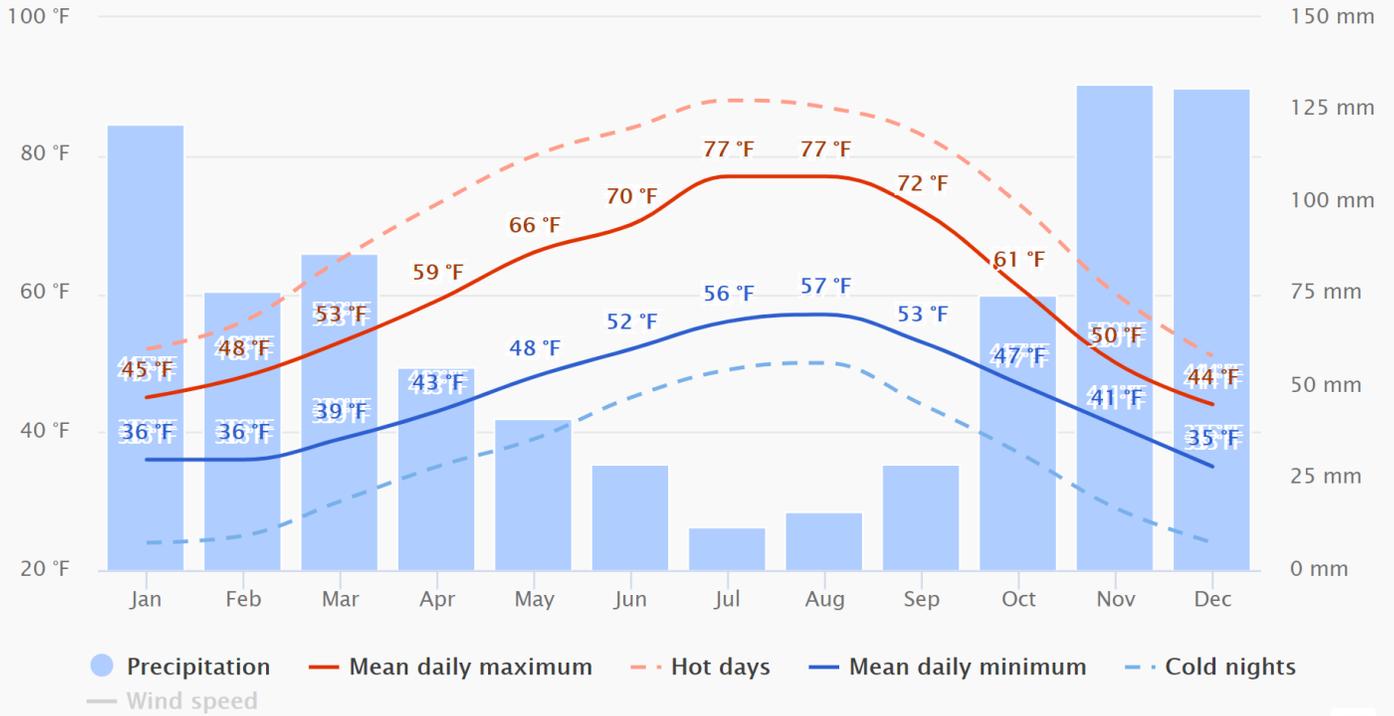


figure 67

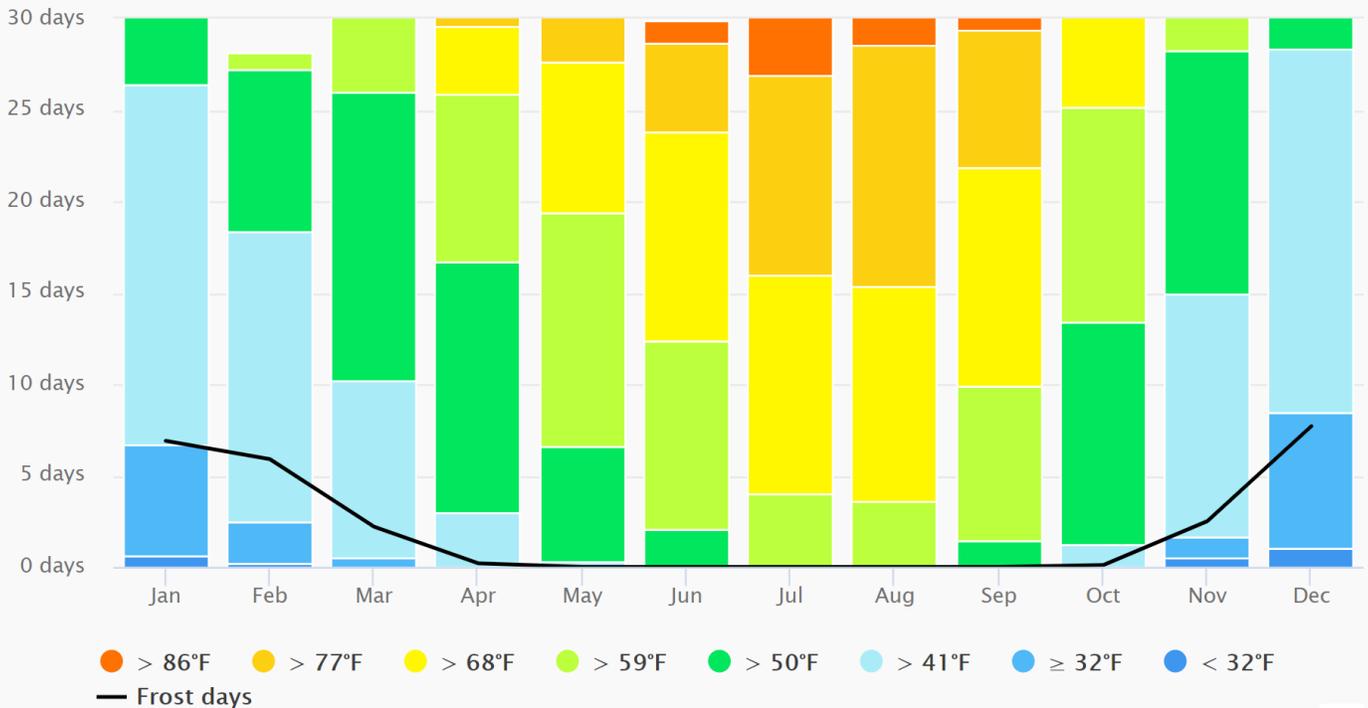
# Seattle Climate

## Average temperatures and precipitation



meteoblue   
figure 68

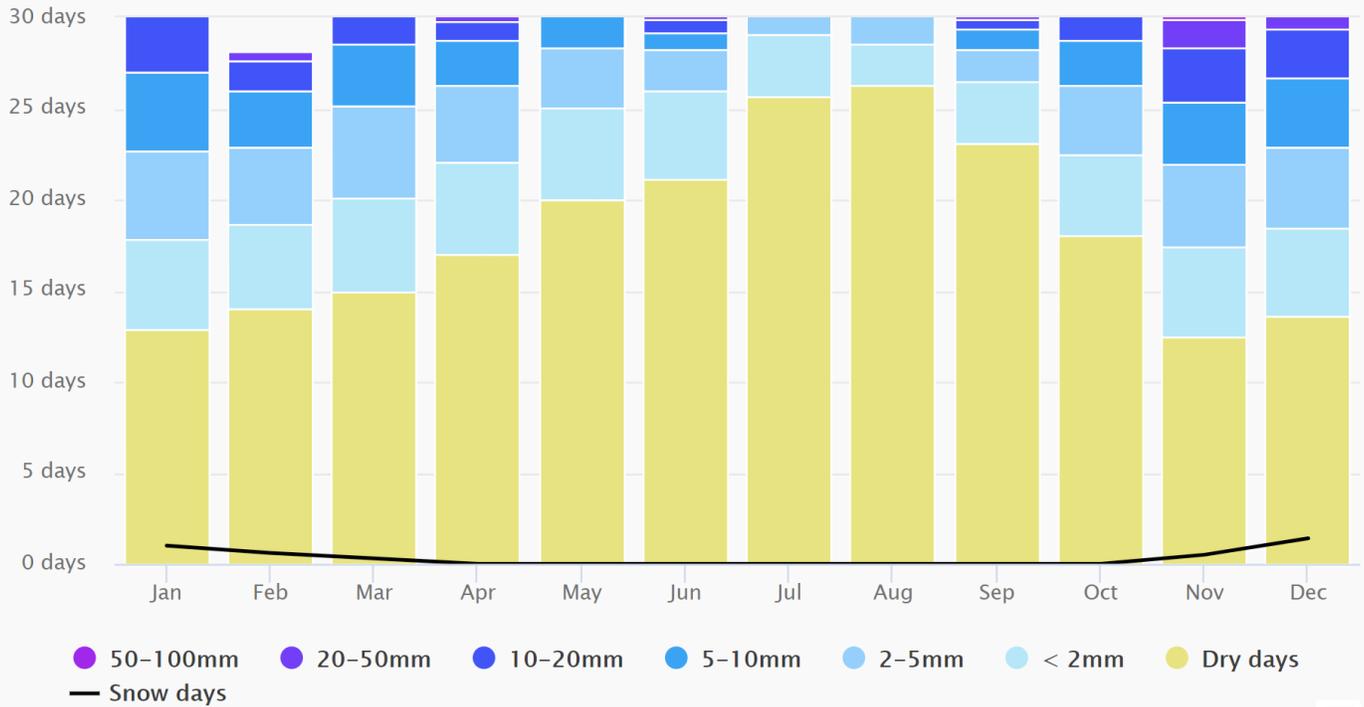
## Maximum temperatures



meteoblue 

figure 69

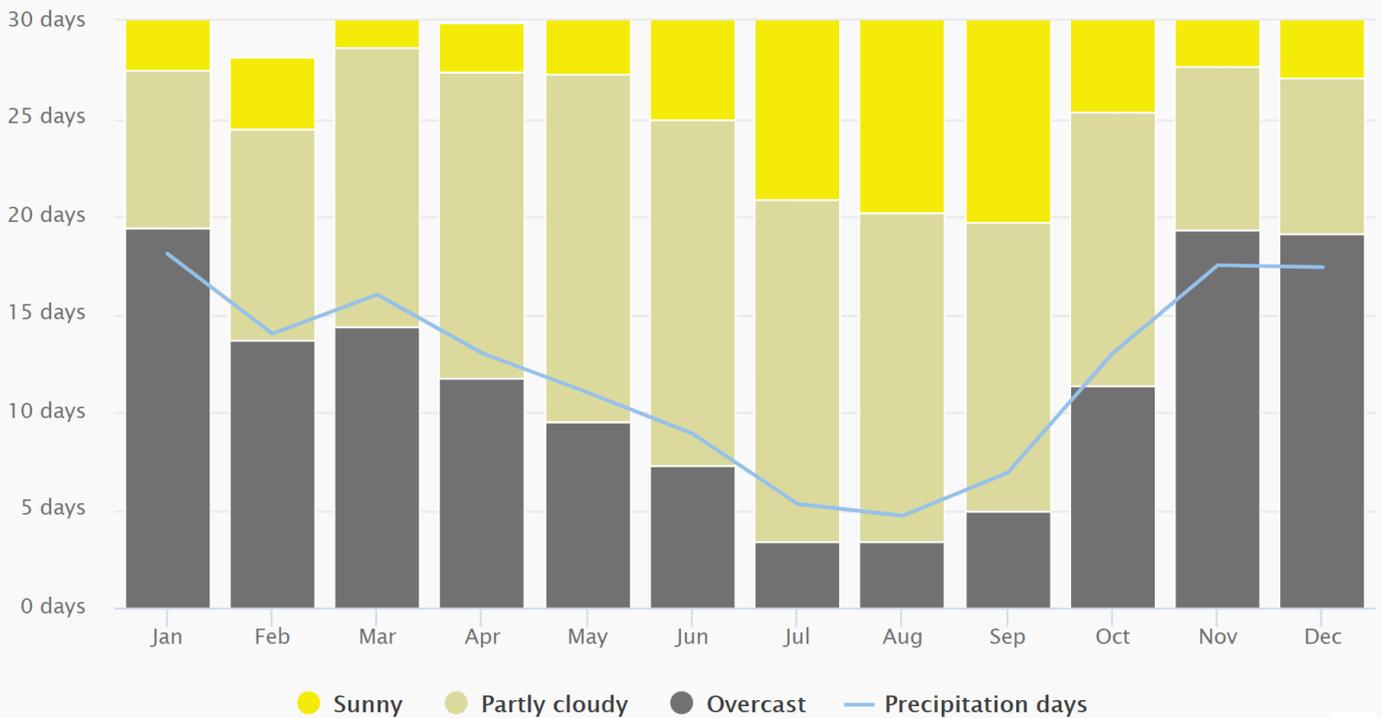
## Precipitation amounts



meteoblue

figure 70

## Cloudy, sunny, and precipitation days

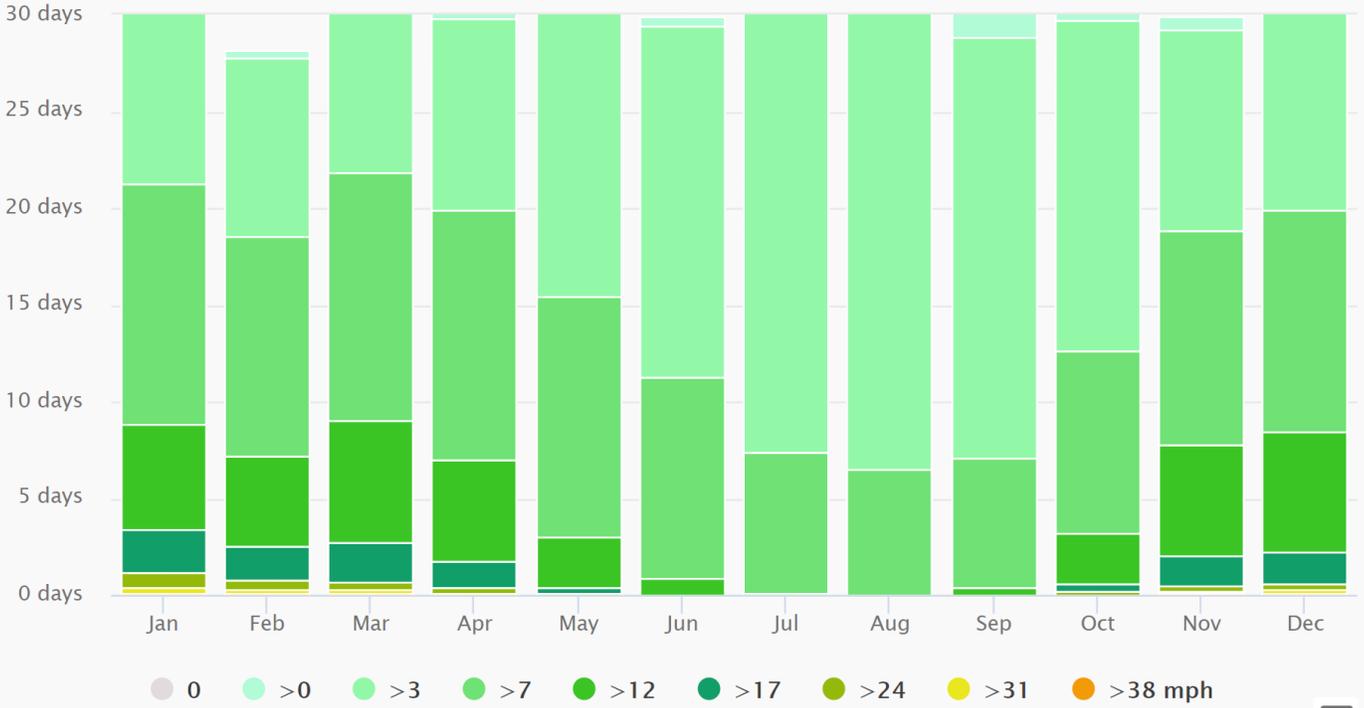


meteoblue

figure 71

# Seattle Climate

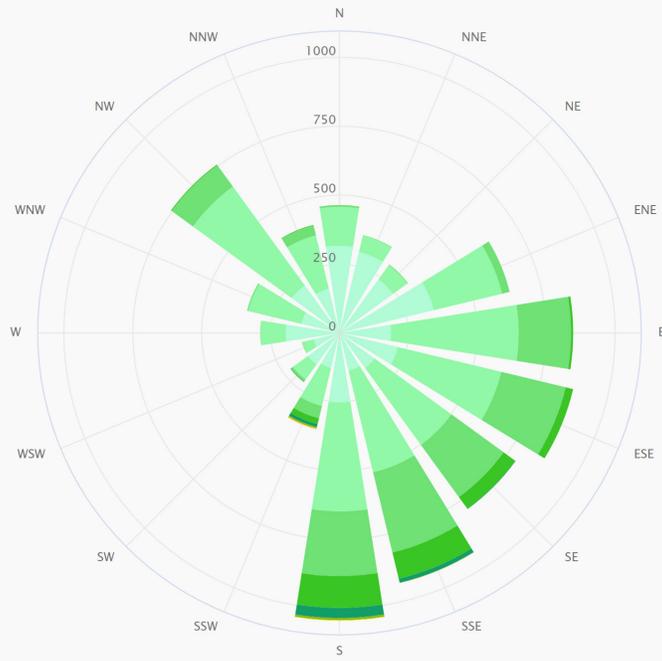
## Wind speed



meteoblue

figure 72

## Wind rose



0 >0 >3 >7 >12 >17 >24 >31 >38 mph

figure 73

# Transportation

figure 74

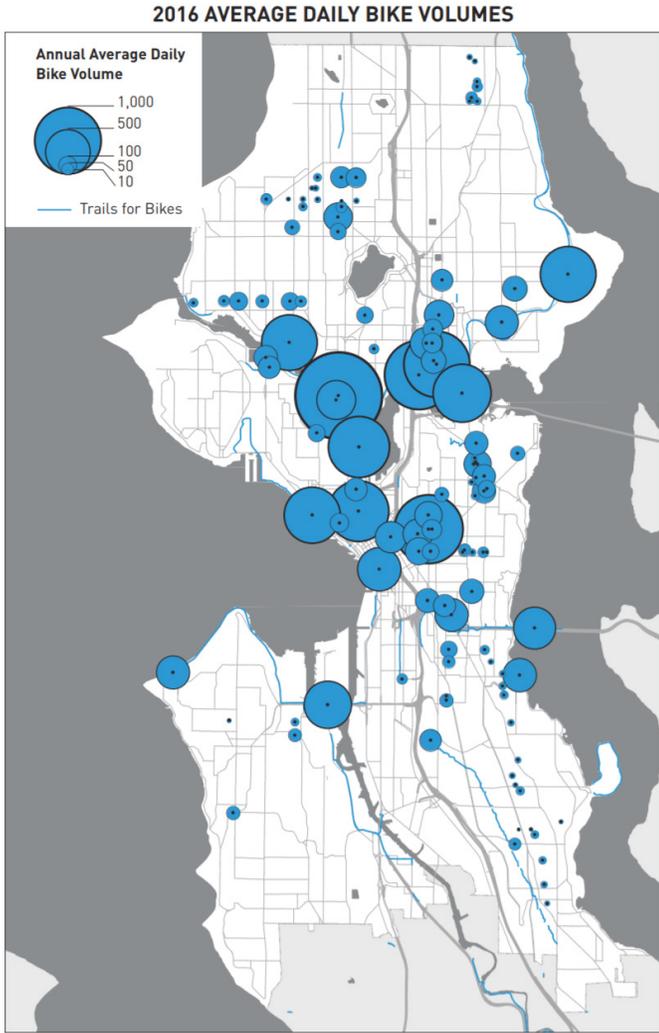
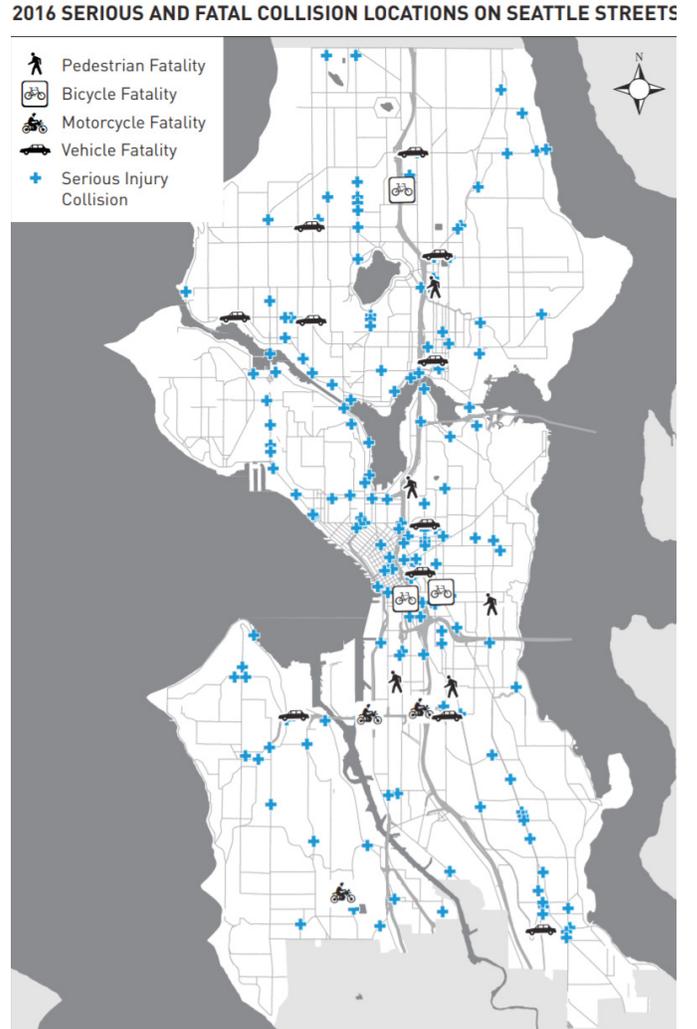
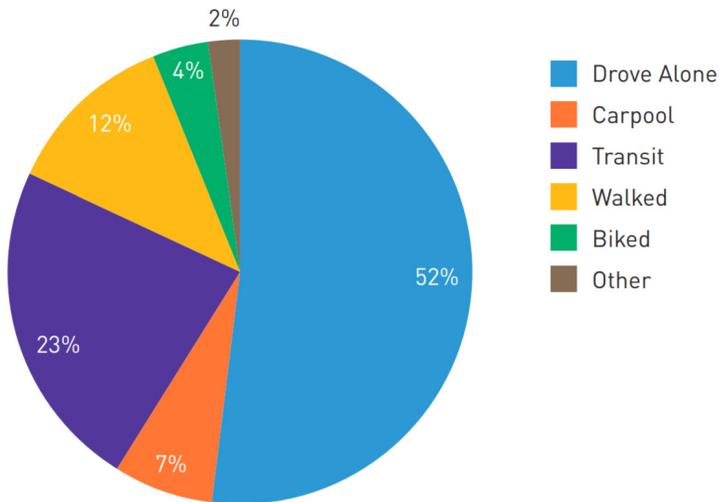


figure 75



2016 SEATTLE COMMUTE MODE SHARE\*



\*2016 American Community Survey

figure 76

# Traffic

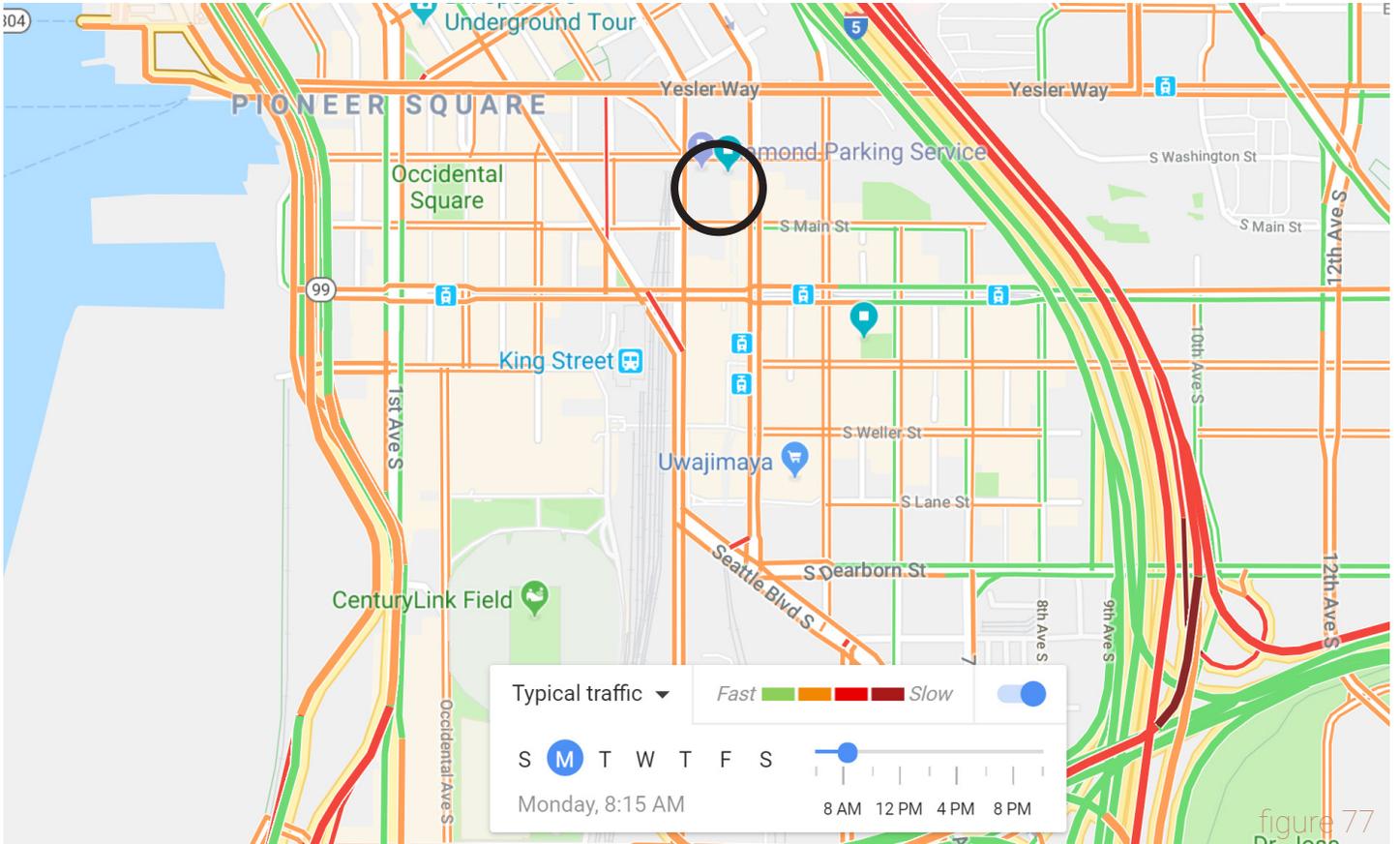


figure 77

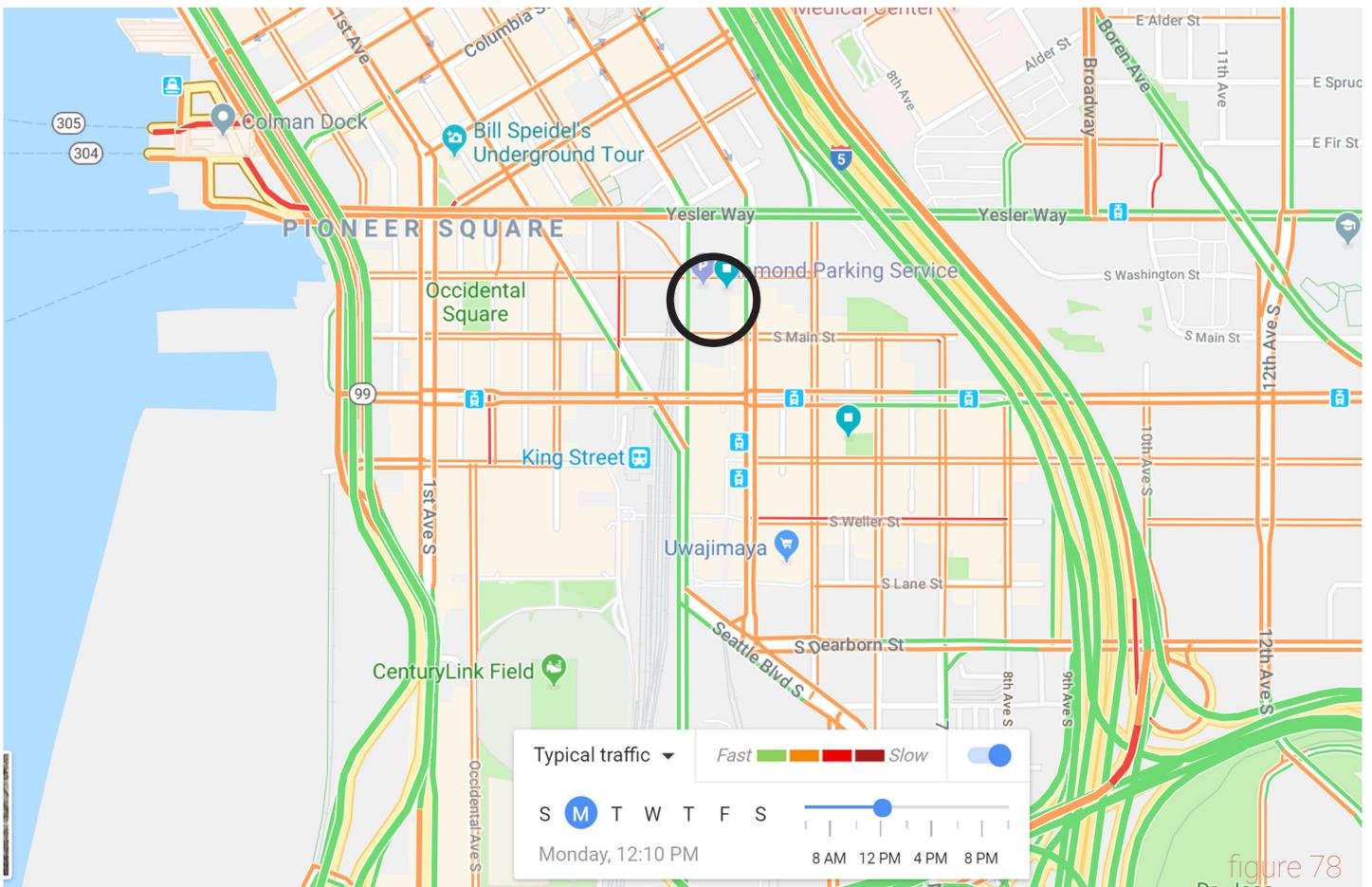


figure 78

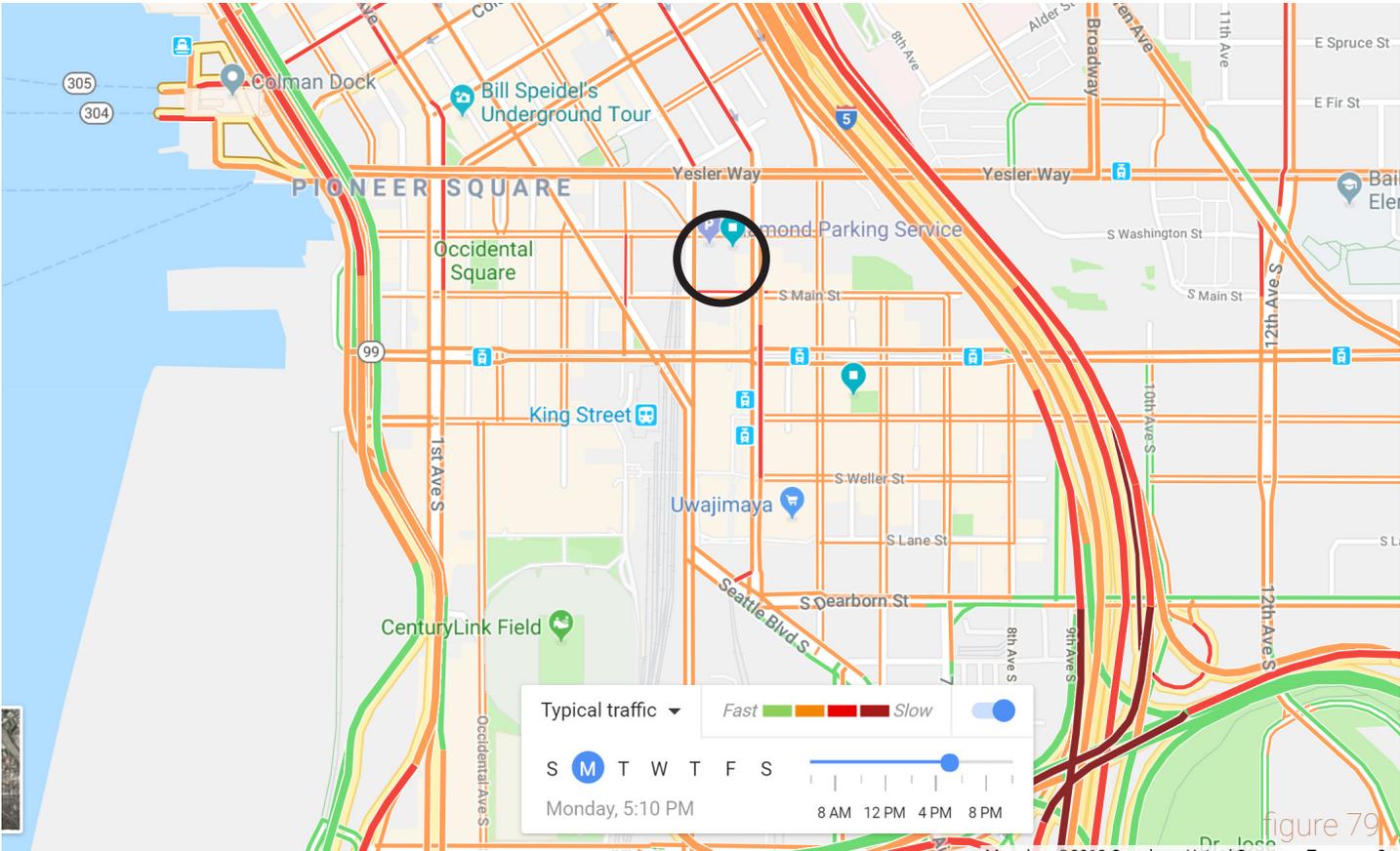


figure 79

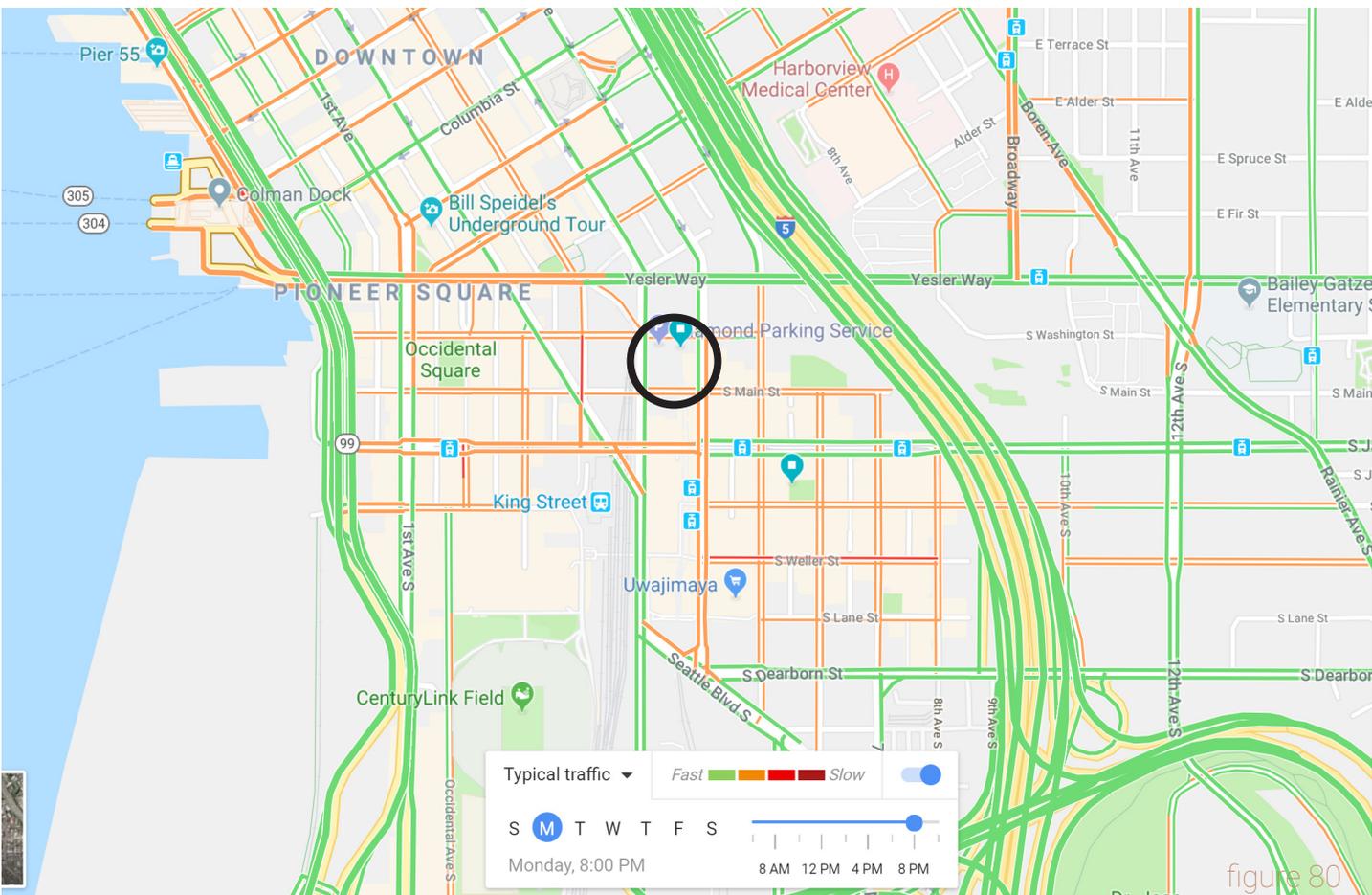
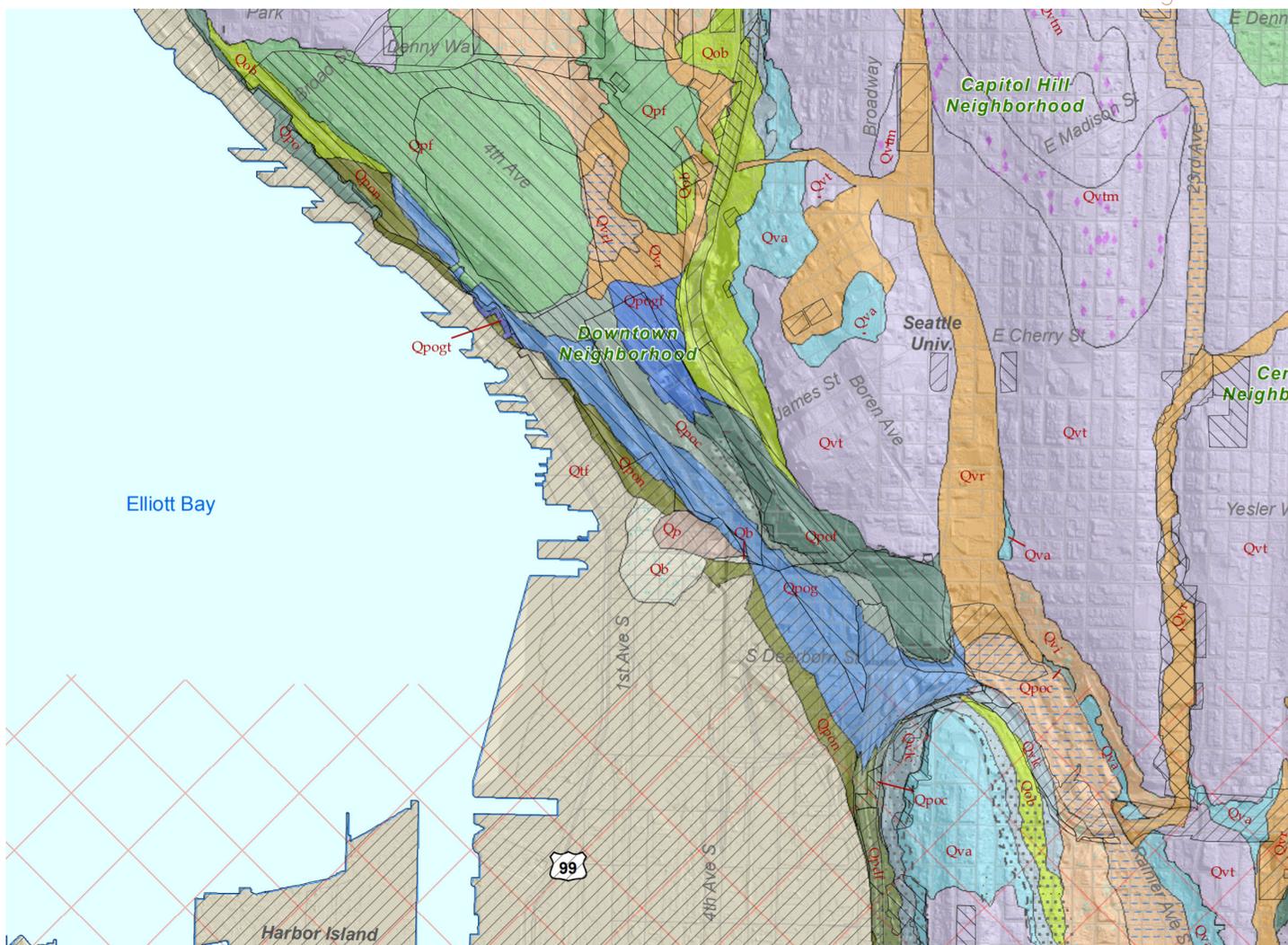


figure 80

# Soil

figure 81



Exploration points in subsurface database used to develop geologic map of Seattle.

### Map Units

**Nonglacial Deposits (Holocene)**

- Qw - Water
- Qv - Wetland deposits
- Qp - Peat
- Qb - Beach deposits
- Qbu - Uplifted beach deposits
- Qtl - Tidelat deposits
- Qal - Alluvium
- Qyl - Younger alluvium
- Ql - Lake deposits
- Qf - Fan deposits
- Qt - Terrace deposits

**Younger Glacial Deposits (Fraser Glaciation, Pleistocene)**

- Qvr - Vashon recessional outwash deposits
- Qvrl - Vashon recessional lacustrine deposits
- Qvrc - Vashon recessional coarse-grained deposits
- Qvt - Vashon ice-contact deposits
- Qvm - Vashon subglacial till
- Qvtm - Vashon subglacial meltout till
- Qva - Vashon advance outwash deposits
- Qvlc - Lawton Clay member of the Vashon Drift

**Older Glacial and Nonglacial Deposits (Pleistocene)**

- Qpfc - Pre-Fraser glacial age deposits
- Qpfc - Pre-Fraser coarse-grained deposits
- Qpff - Pre-Fraser fine-grained deposits
- Qpfn - Pre-Fraser nonglacial deposits
- Qpfnf - Pre-Fraser fine-grained nonglacial deposits
- Qpfnf - Pre-Fraser fine-grained nonglacial deposits
- Qpo - Olympia beds
- Qpo - Pre-Olympia deposits
- Qpoc - Pre-Olympia coarse-grained deposits
- Qpof - Pre-Olympia fine-grained deposits
- Qpog - Pre-Olympia glacial deposits
- Qpog - Pre-Olympia coarse-grained glacial deposits
- Qpog - Pre-Olympia fine-grained glacial deposits
- Qpog - Pre-Olympia glacial till
- Qpog - Pre-Olympia glacial diamicton
- Qpon - Pre-Olympia nonglacial deposits
- Qpon - Pre-Olympia coarse-grained nonglacial deposits
- Qponf - Pre-Olympia fine-grained nonglacial deposits
- Qpof - Possession drift fine-grained deposits
- Qhc - Hamm Creek formation
- Qpoe - Pre-Olympia estuarine deposits

**Bedrock (Tertiary)**

- Tb - Blakeley Formation
- Tva - Andesite
- Tpt - Tukwila Formation

**Overprints**

- Mass wastage deposits
- Landslide deposits
- Modified land
- artificial fill
- all - landfill debris
- fill - filled river channels
- graded land
- anticline, approx. located (McWilliams, 1971)
- fault, approx. located (Waldron and others, 1962; McWilliams, 1971)
- inclined bedding
- vertical bedding
- inclined jointing
- vertical joint
- Contact
- Scarp
- Peat bed
- Till bed
- Seattle Fault Zone
- Seattle City Limit

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Wills, R., 1898. Stratigraphy and structure of the Puget Group. *Washington Geological Society of America Bulletin*, vol. 9, p. 264.

Qpof	Fine-grained deposits	Silt and clay, may have sandy interbeds, laminated to massive	5 to 75 m	Hard	Localized iron-oxide cemented layers and sandy partings
Qpoc	Coarse-grained deposits	Sand and gravel, clean to silty, with some silt layers, lightly to moderately oxidized	3 to 22 m	Very dense	Localized iron-oxide cemented layers and channels
Qpog	Glacial deposits	Silt, sand, gravel and till of glacial origin Weakly to strongly oxidized. Underlies Vashon-age deposits and thus must also be of pre-Olympia age. Sediment is of inferred glacial (northern) origin, based on presence of clasts or mineral grains requiring southward ice-sheet transport	7 to >33 m	Very dense and hard	Localized iron-oxide cemented layers, interbedded and intermixed fine- and coarse-grained layers

Qpogt	Till deposits	Till thick enough to show at map scale. Most extensive on west slopes of Queen Anne Hill, and in the west wall of the Duwamish valley	Discontinuous, 1 to 10 m	Very dense and hard	Localized iron-oxide cemented layers, sandy partings, and lenses
Qpon	Nonglacial deposits	Sand, gravel, silt, clay, and organic deposits of inferred nonglacial origin, based on the presence of paleosols, and tephra layers; or a southern Cascade Range provenance for sedimentary clasts	3 to 23 m	Very dense and hard	Localized iron-oxide cemented layers, interbedded and intermixed fine- and coarse-grained layers
Qp	Peat	Predominantly organic matter consisting of plant material and woody debris, accumulated in bodies greater than about 1 m in thickness and of mappable extent. Accumulations are greatest in the floors of recessional-outwash channels and where lowering of Lake Washington has exposed extensive lake-floor deposits. Commonly interbedded with silt and clay. Gradational with units Qw, Ql, Qal, and Qvrl	>1 to 10 m	Very soft to medium stiff or very loose to medium dense	Commonly saturated
Qb	Beach deposits	Loose sand and gravel deposited or reworked by modern wave action. Shown in the map area along the Puget Sound shoreline, on the east side of Duwamish Head, west of Harbor Island, and along Lake Washington, where it is commonly overlain by fill	<3 to 10 m; some as thick as 17 m	Loose to dense	Uniformly to well graded
Qtf	Tideflat deposits	Silt, sand, organic sediment and detritus, with some shells, historically exposed in broad coastal benches at low tide and now fill covered. Along Duwamish River valley thickens to north at mouth; initially deposited post-glacially when marine water extended up the Duwamish valley to Georgetown. Aggraded northward with rising sea level and alluvial filling of the Duwamish valley. Elsewhere, present along much of Puget Sound coastline and now fill covered	50 m at the mouth of the Duwamish; 65 m at the N end of Harbor Island	Very loose to dense or and very soft to stiff	Micaceous, saturated, lenses of shell and wood debris
Qvr	Recessional outwash deposits	Stratified sand and gravel, moderately sorted to well sorted, and less common silty sand and silt. Deposited in outwash channels that carried south-draining glacial meltwater during ice retreat away from the ice margin. Also includes deposits that accumulated in or adjacent to recessional lakes. Discontinuous. May include thin lag on glacial till uplands although deposits less than about 1 m (3 ft) thick not shown on map. Locally divided into:	~1 to 6 m; typically in channels	Loose to dense	Horizontally bedded to cross bedded, uniformly to well graded, channelized, coarse lag deposits common
Qvrl	Recessional lacustrine deposits	Laminated silt and clay, low to high plasticity, with local sand layers, peat, and other organic sediments, deposited in slow-flowing water and ephemeral lakes. Locally includes high-plasticity clay with swell potential. Lenses and layers of ash and diatomite may be present. Gradational with units Qvr, Qp, and Ql	5 m typically on uplands; up to 16 m at the heads of recessional channels, locally 18 m in Rainier valley	Very soft to stiff	Horizontally bedded; sandy channels may breach the lacustrine deposits
Qvt	Vashon till	Compact diamict of silt, sand and subrounded to well-rounded gravel, glacially transported and deposited under ice. Commonly fractured and has intercalated sand lenses. Generally forms undulating, elongated surfaces. Upper 1 meter of unit generally weathered and only medium dense to dense. Locally divided into:	Typically 1 to 10 m	Very dense	Vertical fractures, sand lenses, and crude sub-horizontal bedding common
Qva	Advance Outwash Deposits	Well-sorted sand and gravel deposited by streams issuing from advancing ice sheet. May grade upward into till. Silt lenses locally present in upper part and are common in lower part. Generally unoxidized to only slightly oxidized. May be overlain by Vashon till in areas too small to show at map scale. Includes Esperance Sand Member of the Vashon Drift of Mullineaux and others (1965). Grades downward into unit Qvlc with increasing silt content	Locally over 60 m thick; wide-spread	Dense to very dense	Predominantly medium grained sand, horizontally to cross bedded, hard silt beds common throughout



## Performance Criteria

---

# Space Allocation

## 1. Space Allocation

### a. Performance Measure

#### i. Aspect being measured

1. How much space is used to accomplish the program needed, then compare the different spaces within the program to see where most of the square footage is going to. Then seeing how many people would use that space in one day to determine its successful rate. This will determine if the space is being used effectively

#### ii. Units

1. Square Feet and Percentages

### b. Performance Measure Source

#### i. How and When

1 At the END of the project by adding up the program square footages in the floor plans and comparing it.  
2 Then seeing the max amount of people that use that space (either by max occupancy or by a survey to see where each person would choose to spend their time) and for how long to determine the successful rate of that space. Then seeing how successful this design is.

### c. Performance Analysis

#### i. What kind of Analysis

1 Comparing the percentages of each type of program to each other through out the design. Seeing where the square footage is being put to and then seeing how many people would typically use that space in one day to then see the successful rate of each program

#### ii. Tools or Instruments

1 Floor Plans to see square footage  
2 Tables to compare different spaces  
3 Maximum occupancy to determine at max., how many people would use this space ... or by survey to see how many people would choose to use that space  
4 This will eventually see how successful this building is being used, and what space is not being used

### d. Performance Judgment

#### i. How will you judge if it was successful?

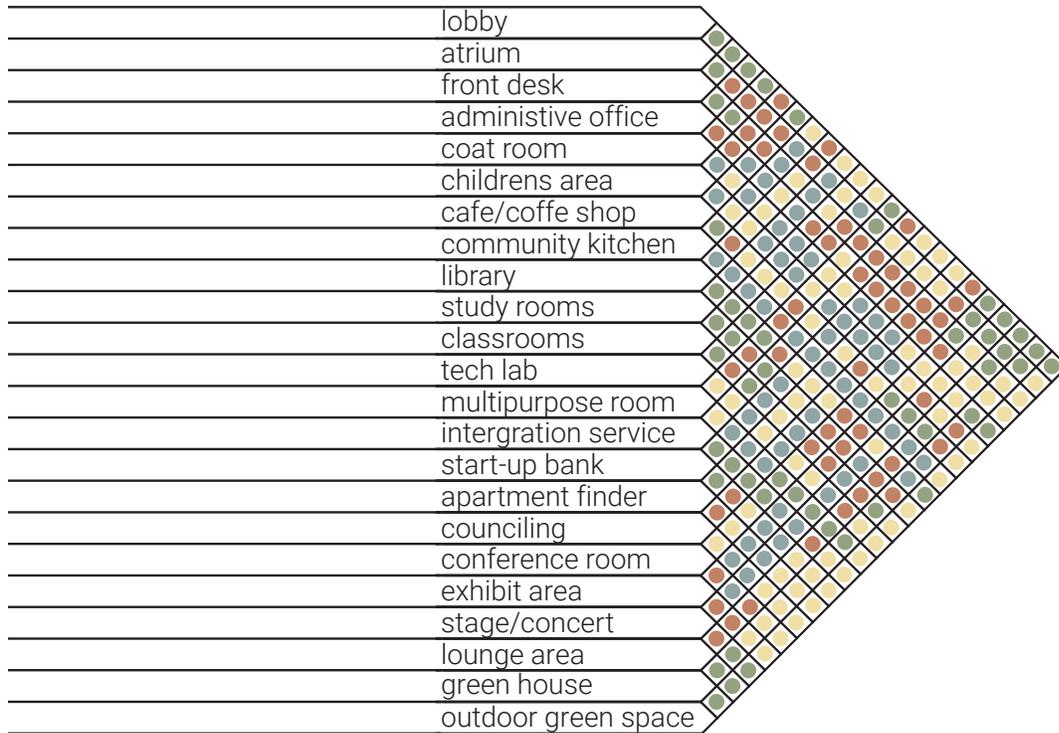
1 Based on the percent the space is being used and then comparing it to how much of that space is of the total building, this will show how much the building is being used.  
2 Maybe if each space is used 50% or above it is considered successful?

adjacent

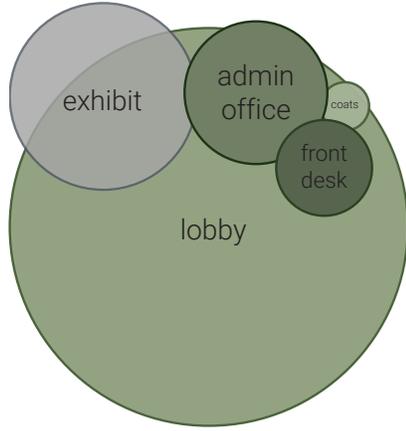
nearby

apart

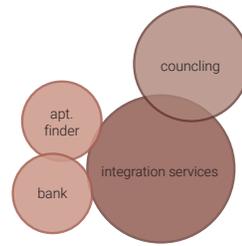
irrelevant



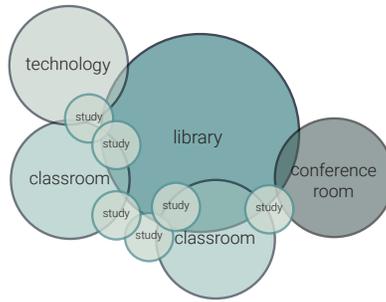
entrance



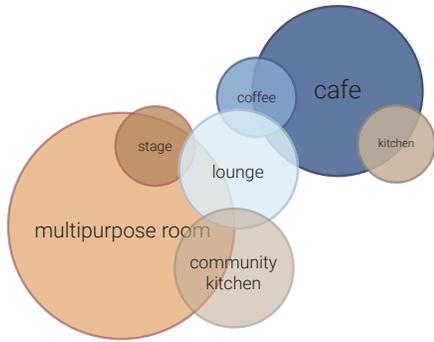
immigration  
integration



education



community space

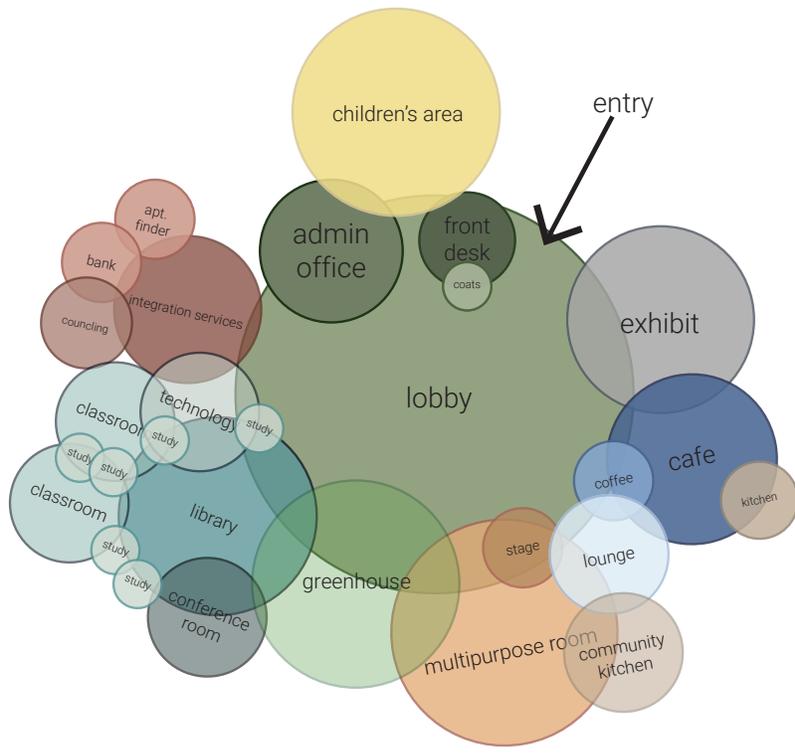


child care



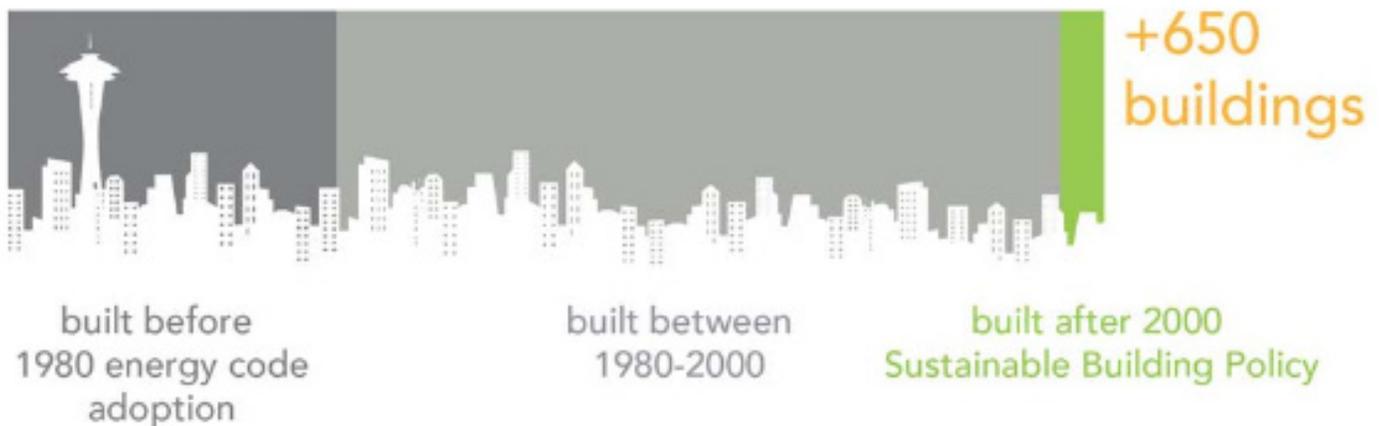
vegetation





# Environmental Performance

3. Environmental Performance (luminous, thermal, acoustical environments, ecosystem balance) (maybe) – Passive Systems LEED silver
  - a Performance Measure
    - i Aspects being Measured
      - 1 Passive Systems vs Active Systems
      - 2 The LEED Criteria
    - ii Units
      - 1 LEED Scoring (numbers)
      - 2 Total points to determine what level of LEED it will receive (Must be over Silver)
  - b Performance Measure Source
    - i How and When
      - 1 At the END of the project the LEED criteria will be filled out
  - c Performance Analysis
    - i What kind of Analysis
      - 1 Seeing the results look at the minimum requirement (silver) and see how it compares (to other buildings in Seattle that are Silver, Gold, Platinum)... where is it failing, where is succeeding
    - ii Tools
      - 1 LEED Criteria sheet (<https://www.usgbc.org/resources/leed-v4-building-design-and-construction-checklist>)
      - 2 Case Studies
      - 3 Thermal Simulation? Computer Simulations
  - d Performance Judgment
    - i How will you judge if it was successful?
      - 1 If the building receives lower than a Silver it failed
      - 2 Goal: Platinum
  - e New Municipal, buildings in Seattle over 5,000 sqft must meet a minimum LEED Silver ([https://www.c40.org/case\\_studies/seattle-sets-the-standards-for-green-buildings](https://www.c40.org/case_studies/seattle-sets-the-standards-for-green-buildings))
  - f BD+C (Building Design and Construction)
    - i Applies to buildings that are being newly constructed or going through a major renovation; includes New Construction, Core & Shell, Schools, Retail, Hospitality, Data Centers, Ware houses & Distribution Centers, and Healthcare. (<https://new.usgbc.org/leed>)



**The earth does  
not belongs to  
man. Man belongs  
to the earth.**



*Chief Seattle*  
*[www.geckoandfly.com](http://www.geckoandfly.com)*

DESIGN SOLUTION

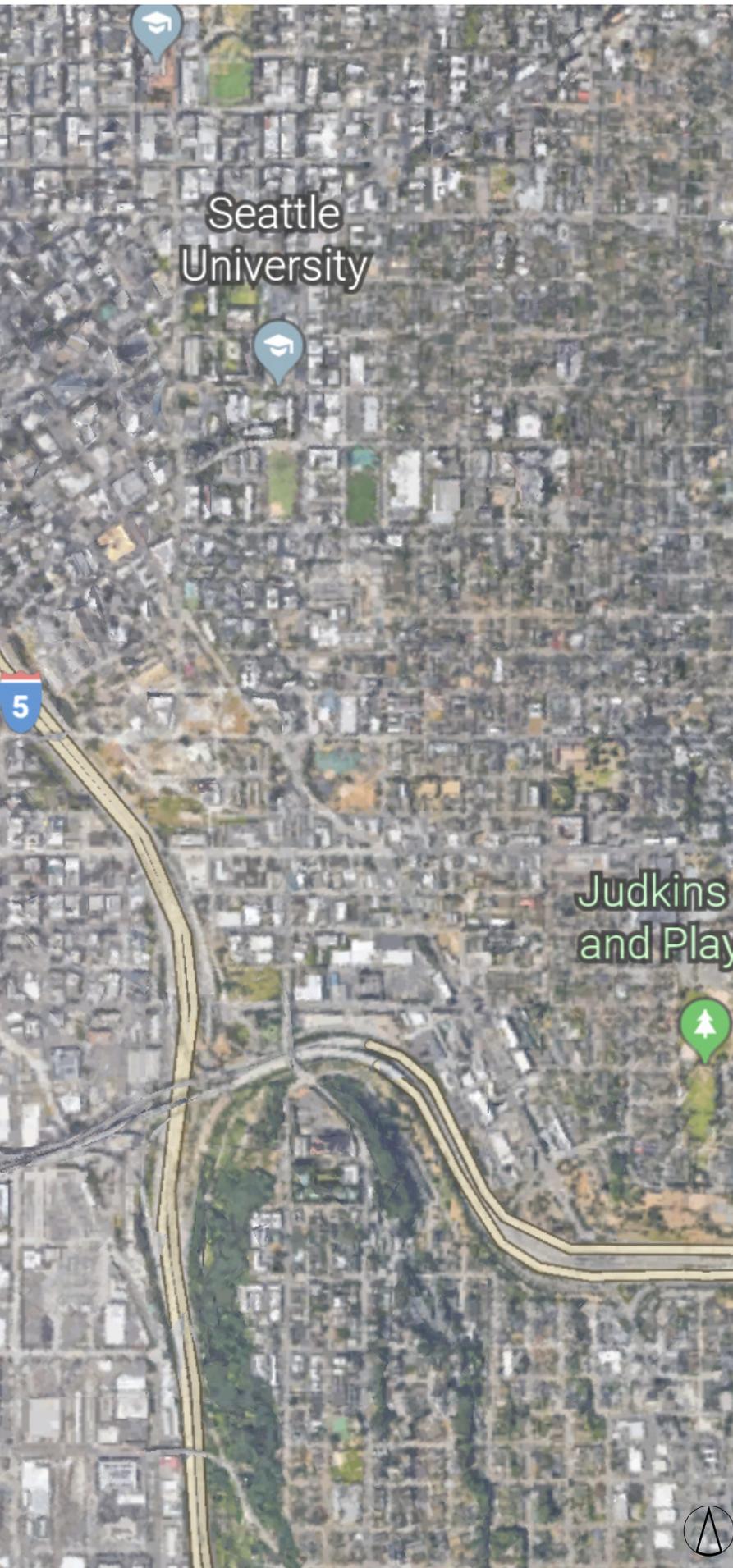


Olympic  
Sculpture Park

Seattle

Bill Speidel's  
Underground Tour

CenturyLink Field



# My Site

Seattle, Washington

120,000 Immigrants reside in Seattle

Immigrants make up 20% of Seattle population

Top Countries of Origin:  
1: China (11.76%)  
2: Vietnam (11.50%)  
3: Philippines (8.01%)  
4: Mexico (6.69%)

20% of foreign born residents have less than a high school degree  
43% have a college degree

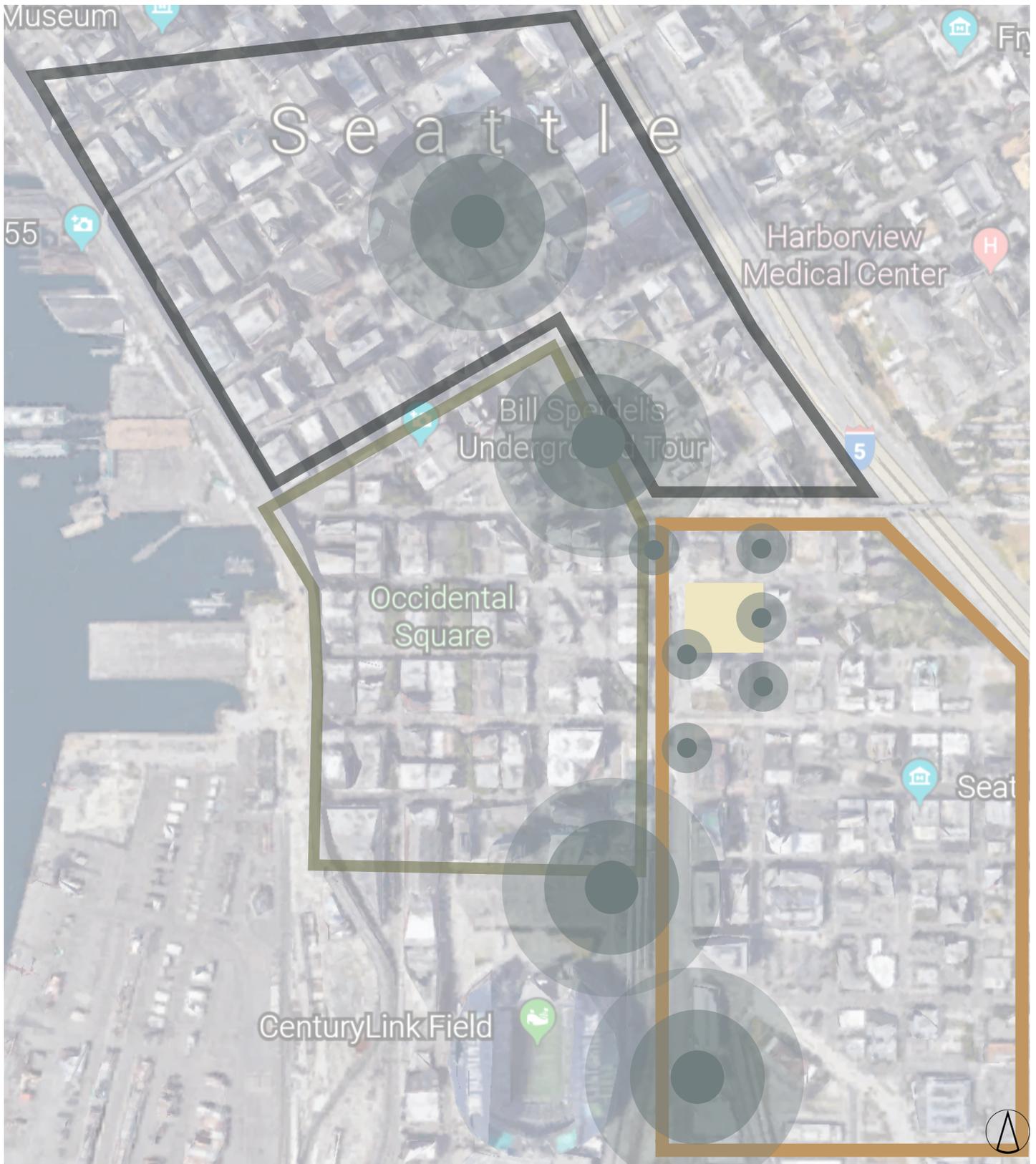
In the Seattle School District:  
43% speak English less than "well"  
Over 129 different languages spoken

Entrepreneurship: 46,000 new business opened between 2006-2010 were owned by a foreign born resident

connect

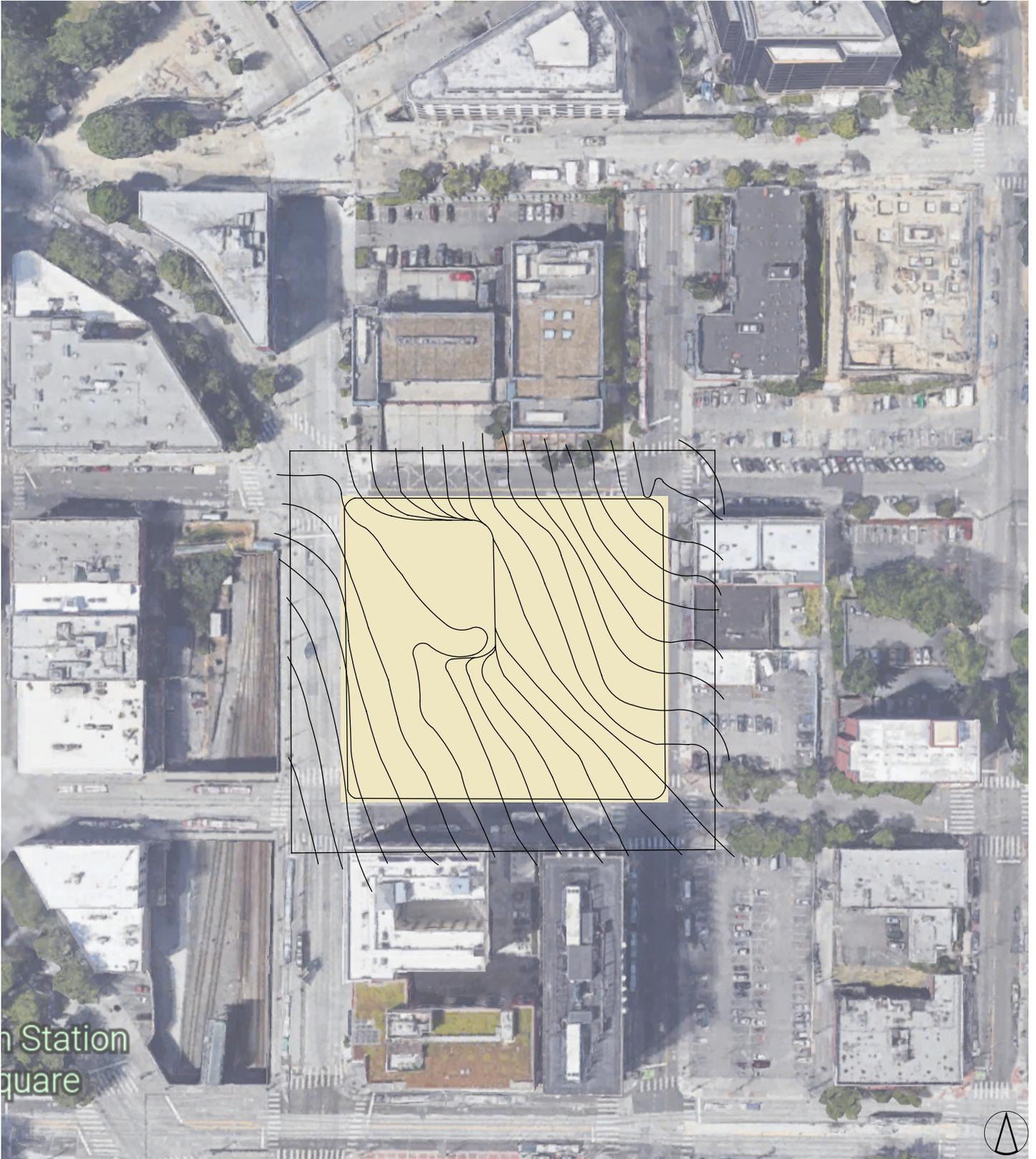
downtown district  
pioneer square district  
international district





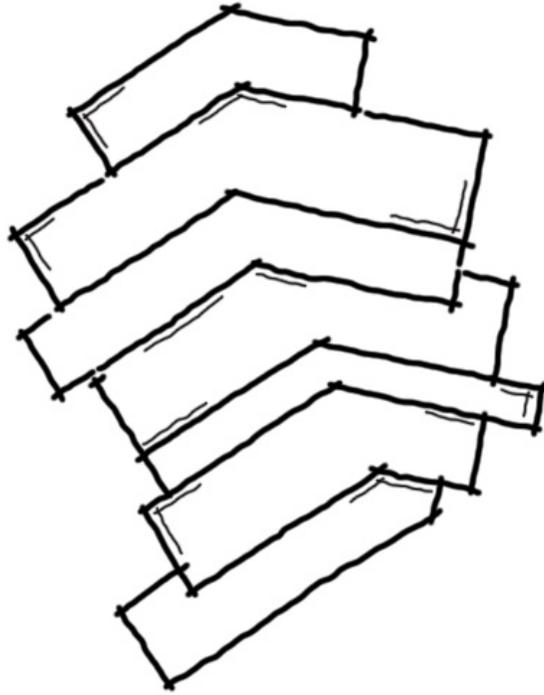
integrate

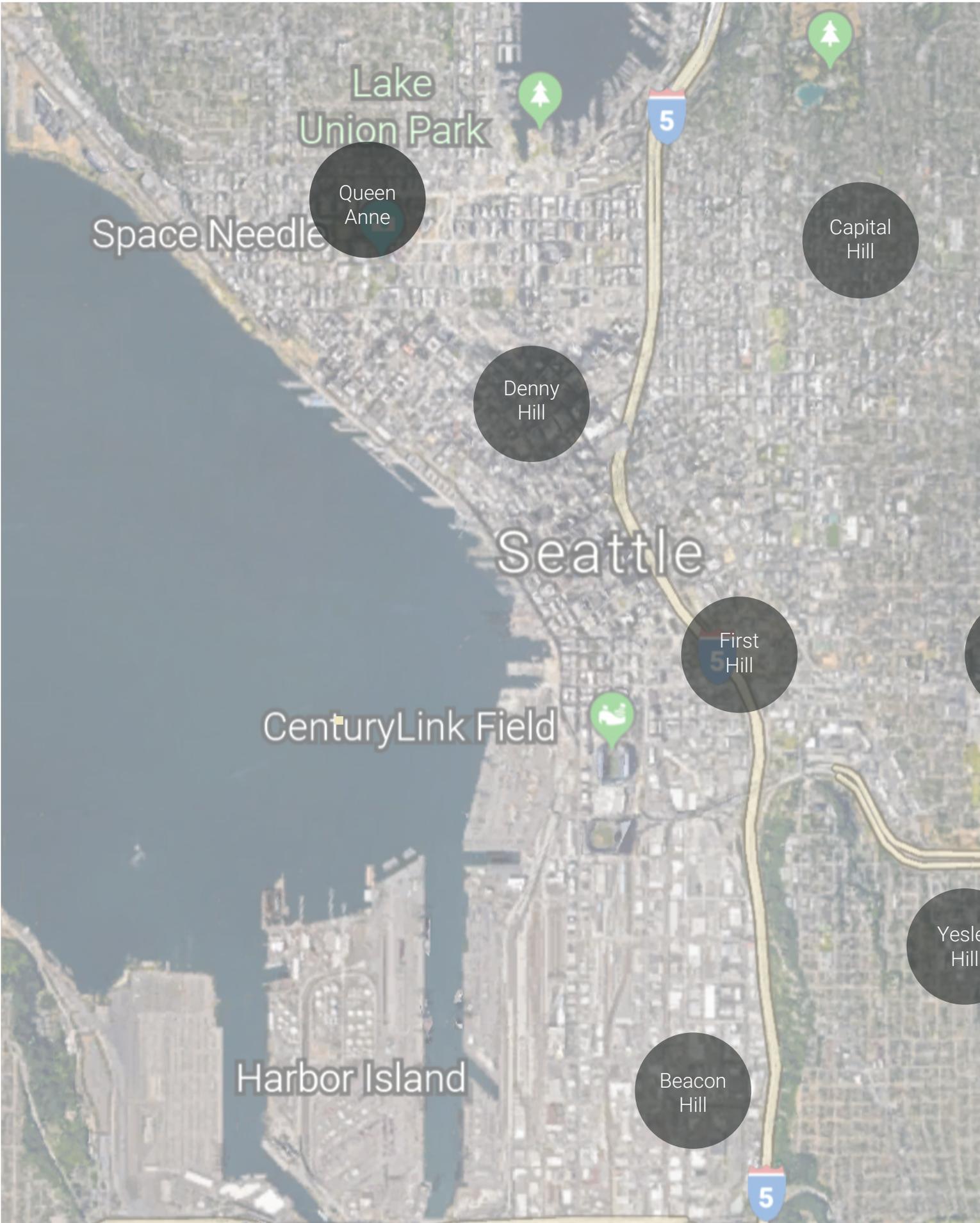
into the landscape  
(topo line every 2')

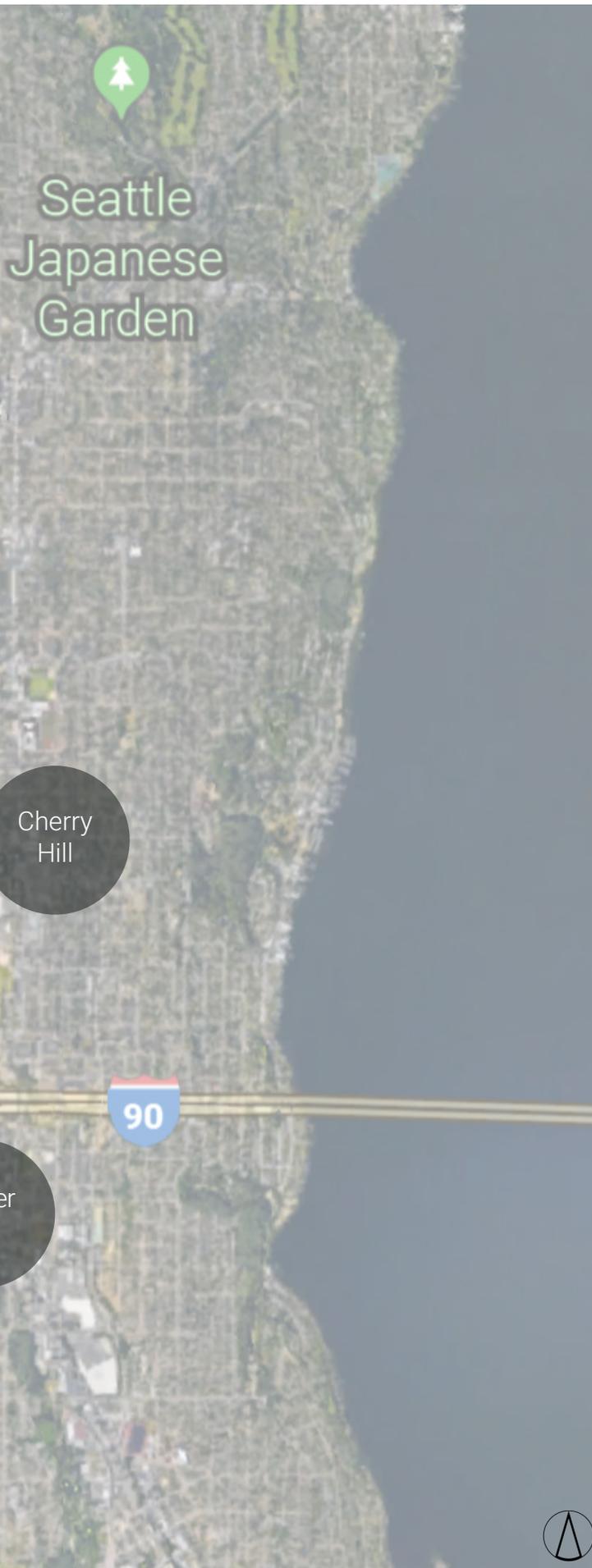


n Station  
square

parti



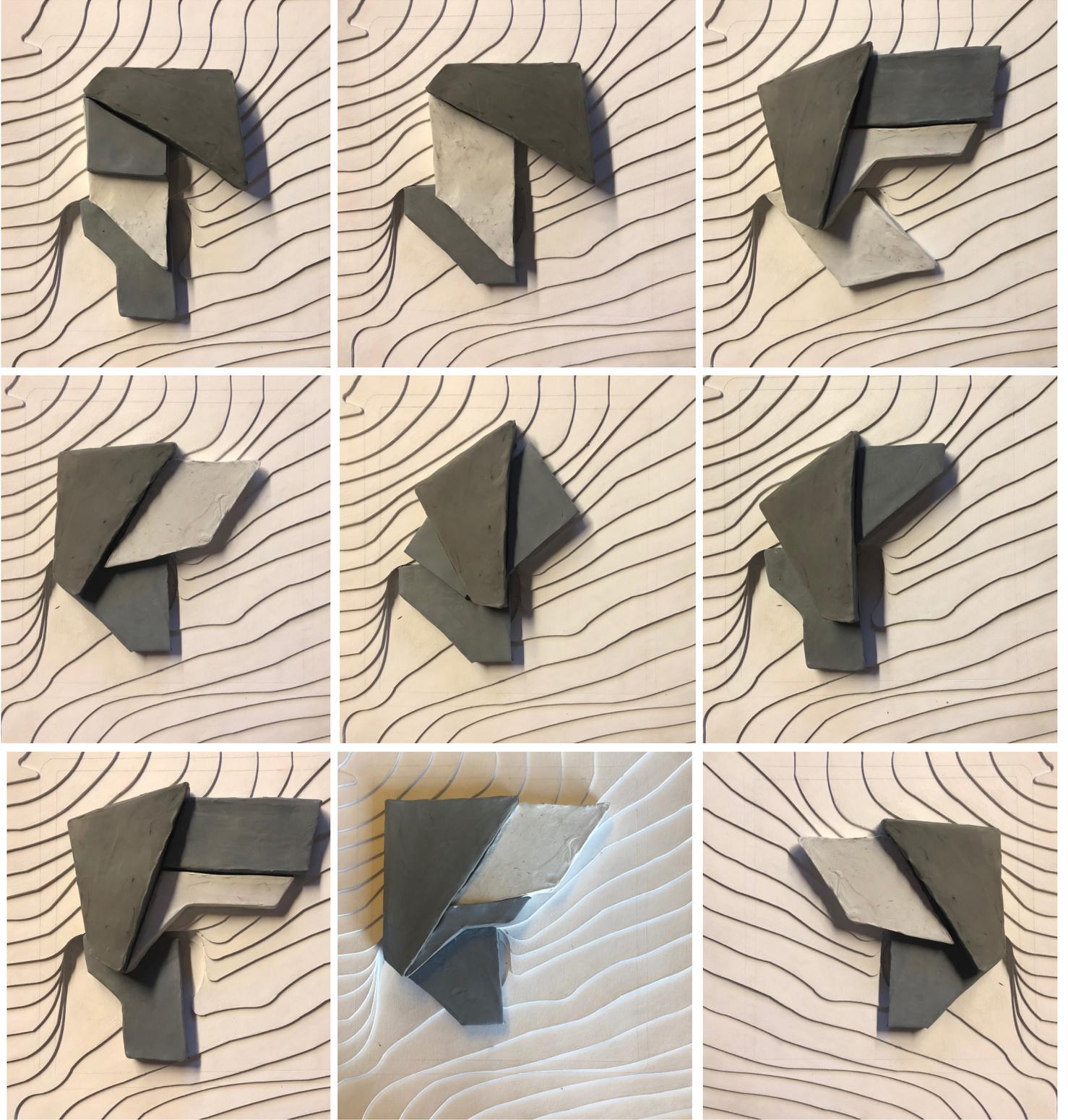




# seven hills

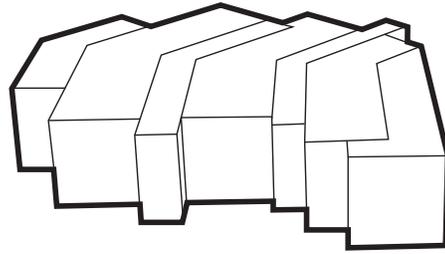
INSPIRATION

# FORM ITERATIONS

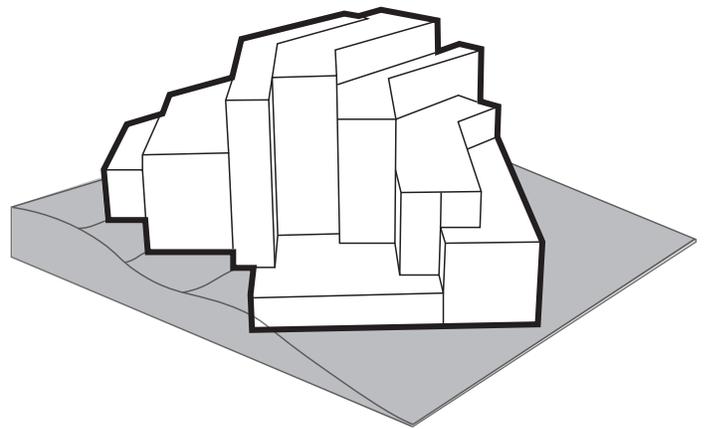


# FORM DEVELOPMENT

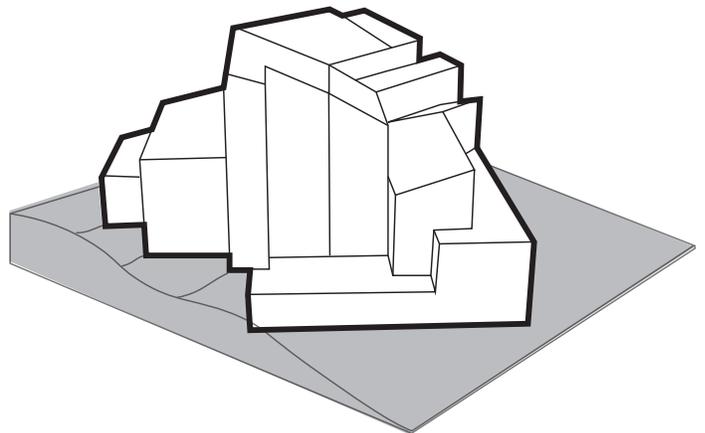
iteration ONE



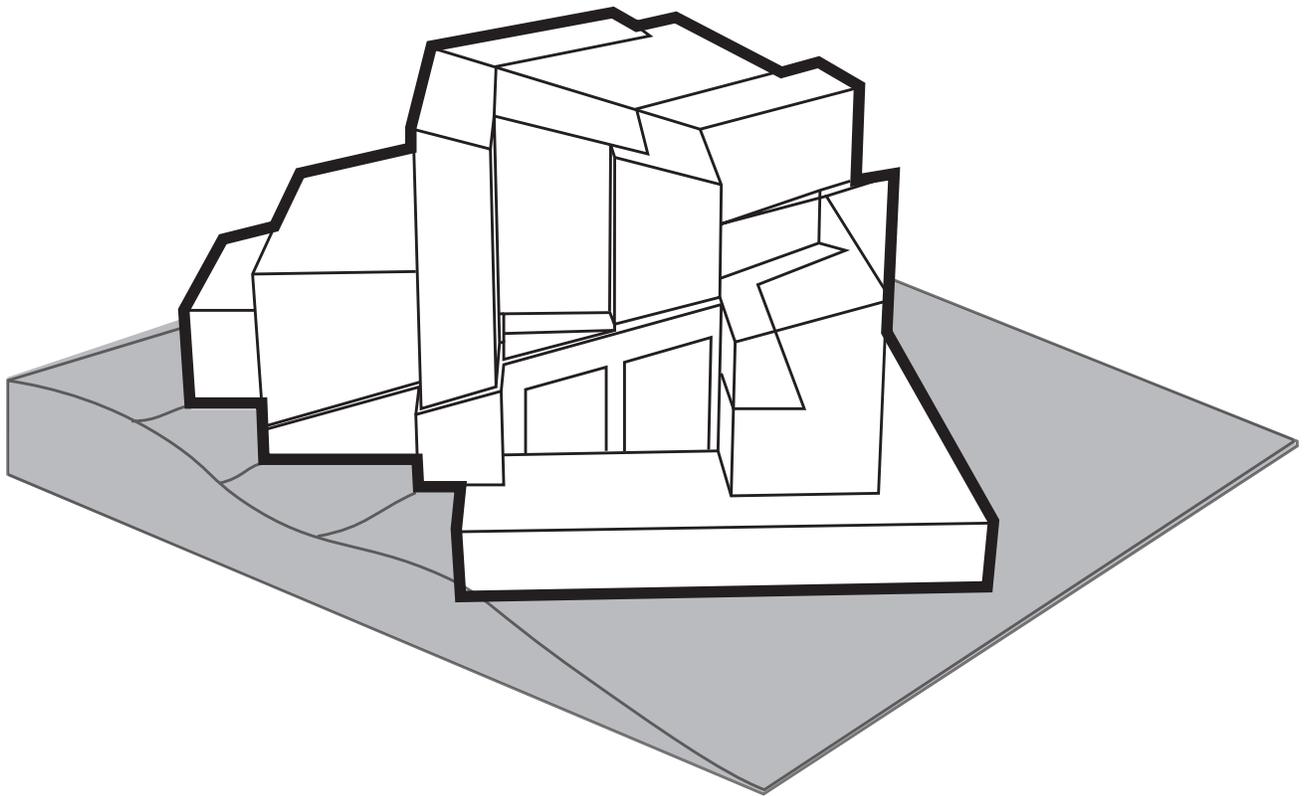
iteration TWO



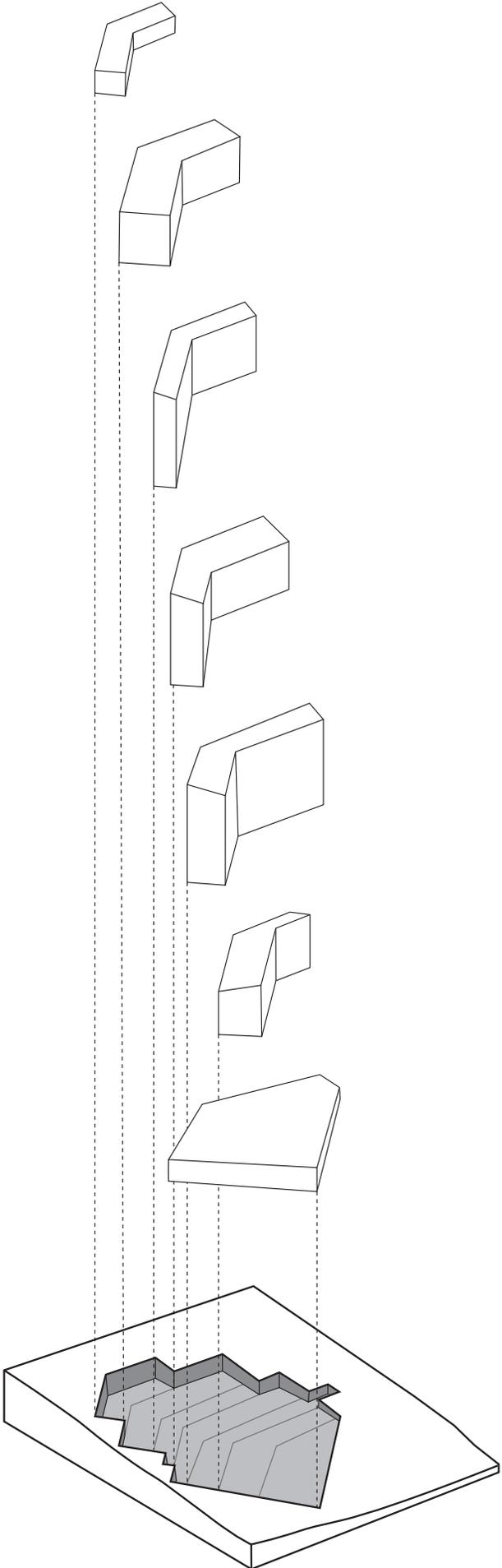
iteration THREE



FINAL iteration



EXPLODED  
FORM  
DEVELOPMENT



# Immigration Historical Events

Becoming the  
United States



Immigration Wave



A time of War

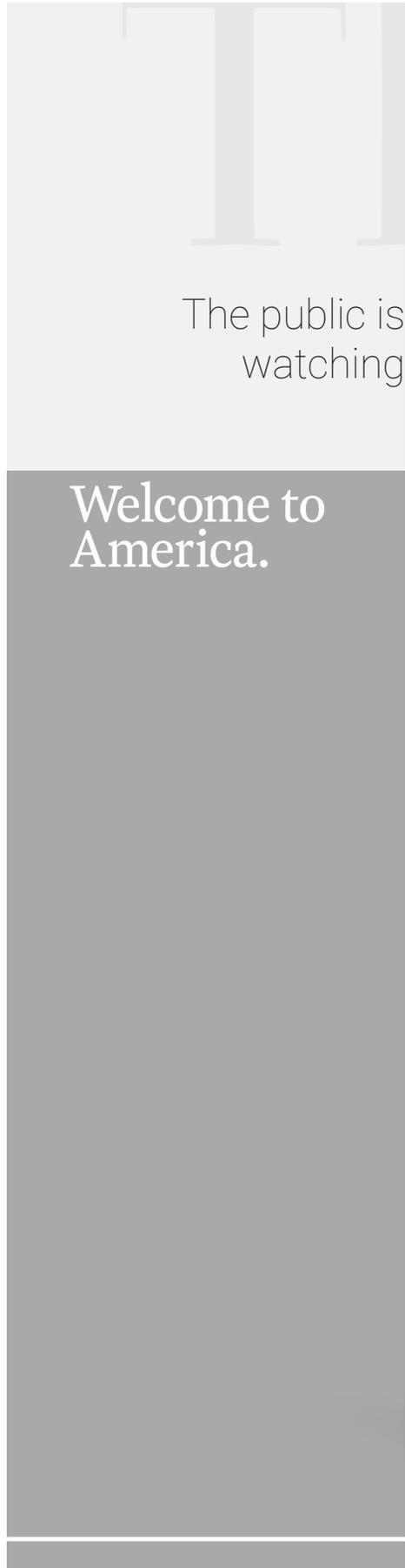


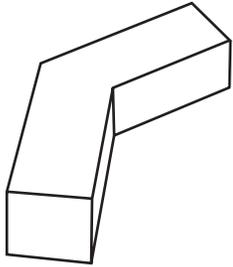
Resettlement

2001

The public is watching

Welcome to America.

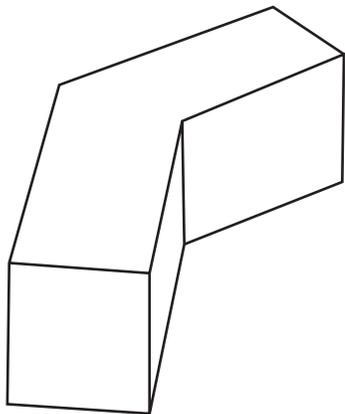




## 1 Becoming the United States

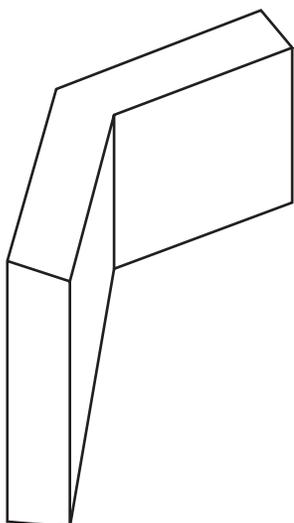
1776 The United States became a country, people coming from all parts of the world to find a new home. In 1790 the Naturalization Act allowed any free white person of “good character,” who has been living in the United States for two years to become a citizen.

This was the foundation of the immigration time line, symbolically this mass is designed with concrete similar to the foundation of a building.



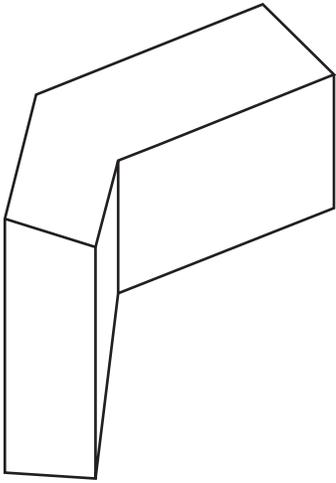
## 2 Immigration Wave

In 1815 Immigration was at a all time high, immigrants from Western Europe came in like a trickle but then into a gush, which caused a shift in the demographics for the U.S. In 1882 the Chinese Exclusion Act which bared Chinese immigrants from entering the U.S. In 1892 Ellis Island opened its doors and almost 12 million immigrants came through between 1892 and 1954. These important events were represented with a large mass that has an entrance from 5th Ave, which symbols a large amount of immigrants coming into the U.S. at this time.



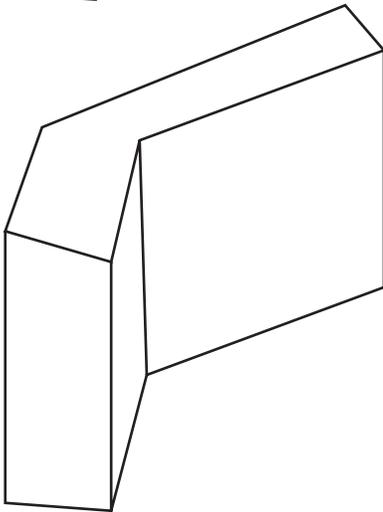
## 3 A time of War

When more immigrants found their home in the U.S., xenophobia reached an all time high in 1918. This can be alluded to the critical time period of World War I and World War II. During this time immigrants were seen as outsiders and untrustworthy. Leading to the Internment camps for Japanese Americans during in 1942-1946. This was a dark time for immigration and that is represented in this mass as narrow and tall, it also holds an egress on the North side as many immigrants were turned away from entering the country.



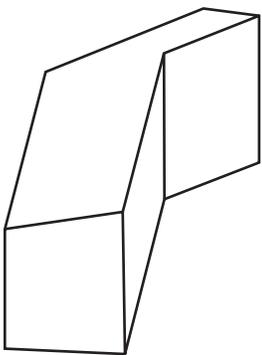
#### 4 Resettling

In 1948 the United States passed the nation's first refugee and resettlement law to deal with the influx of Europeans seeking permanent residence in the United States after World War II. As well as resettling over 3 million refugees from the Cold War in 1957. Symbolizing these events is a mass that has an angle going down the roof line as things settled down from unsettling events. It is also at the middle of the design because throughout history immigration has been seen as a burden but this was a turning point for many people.



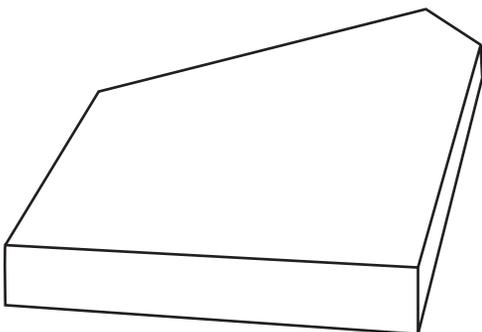
#### 5 2001

The acts of 9/11 deeply hindered feeling toward immigration. A horrific event took place and even in present time we can still see the aftermath of it. A symbol for this event is a narrow mass that acts as an egress, to represent the U.S. becoming more strict in immigration thus turning away many.



#### 6 The public are watching

In 2017 President Trump issued a series of three executive orders aimed at curtailing travel and immigration from Muslim-majority countries. All Trump travel bans were challenged in court. This event can be seen in the mass by the transparency of the glass as the public is watching. This being one of the most recent events it is also the last mass to be represented.

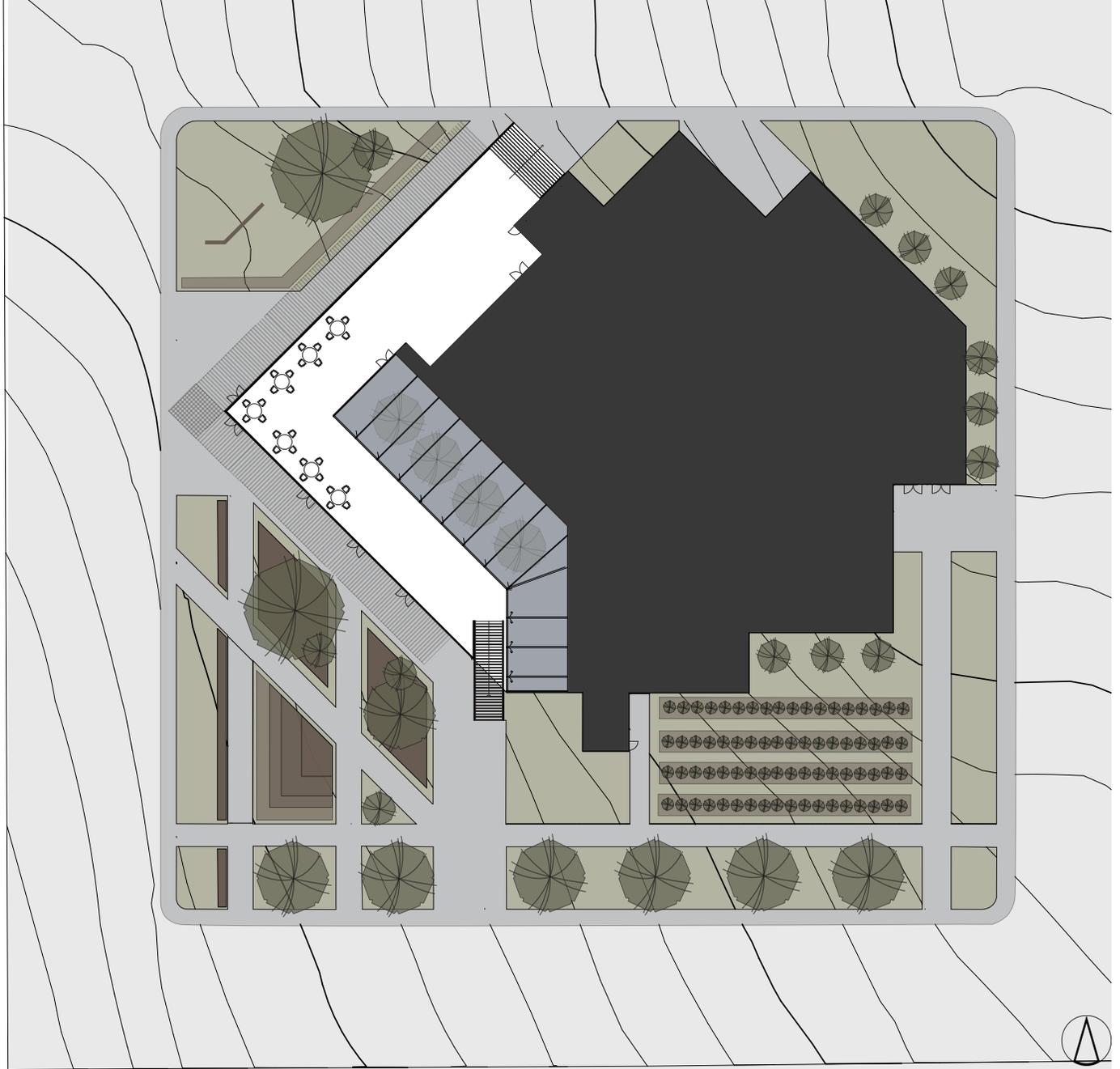


#### 7 Looking forward

This mass isn't symbolizing any event but the events to come, having an entrance to represent moving forward in the immigration time line.







# PROGRAM



# trade

a space to trade local  
items and providing a  
space for start up  
companies.

# help

a space to give guidance  
for all paths in life and  
to put on events to  
connect others with the  
community.

# grow

a green lounge provides space to be outside when in the Seattle rain, and spend time outside in the community garden.

# flexible

a multipurpose space to  
allow the community to  
have many events.



# learn

a interactive space to  
gain knowledge and  
perspective in other  
cultures.

# work

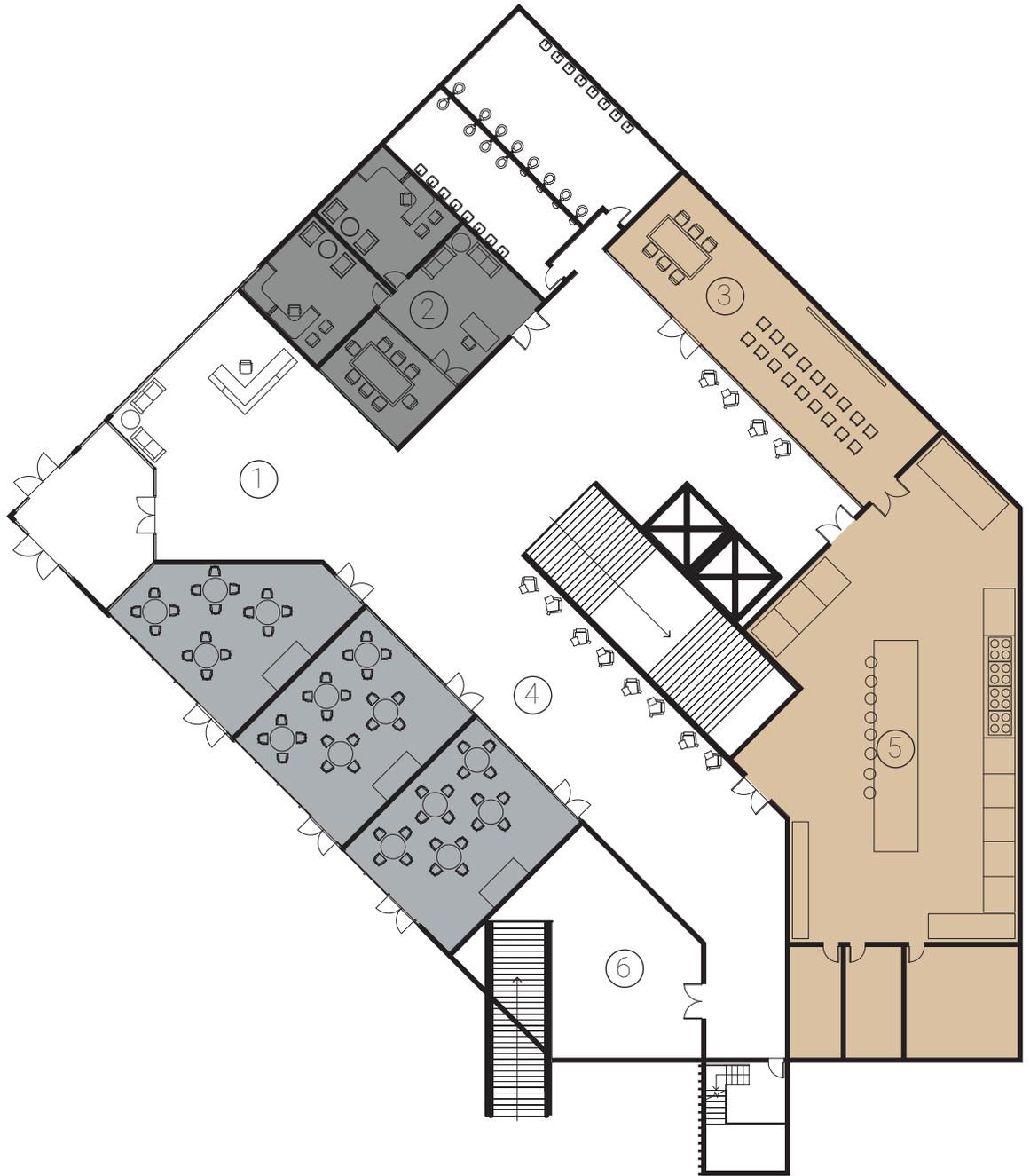
three temporary offices on  
a floor for start-up  
companies to share.

# play

a child care center on the fifth floor that is secured for children to play and learn.

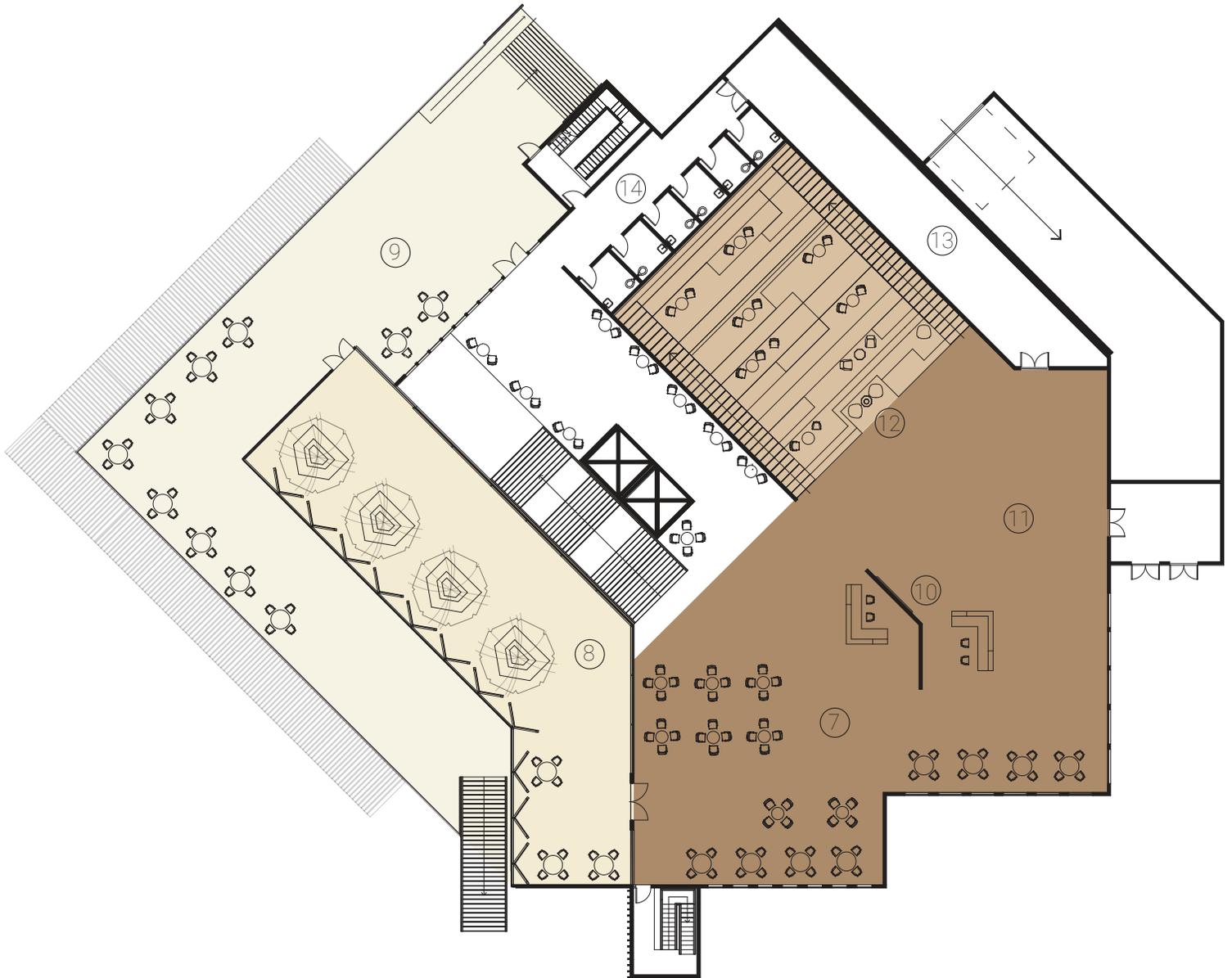
The structure of the design is board form concrete and Western Red Cedar and Big Leaf Maple wood panels. This gives a feel of warmth as you go through the spaces. The design took pieces from the United States history and Seattle's history. The lumber symbolized Seattle starting out as a booming lumber port city. The board form concrete was used to symbolized how immigrants were not only the foundation for the U.S. but also set up the frame work for the future.

The design is not only benefiting the community but the earth as well, the use of passive systems throughout the building sets the design at L.E.E.D. GOLD.



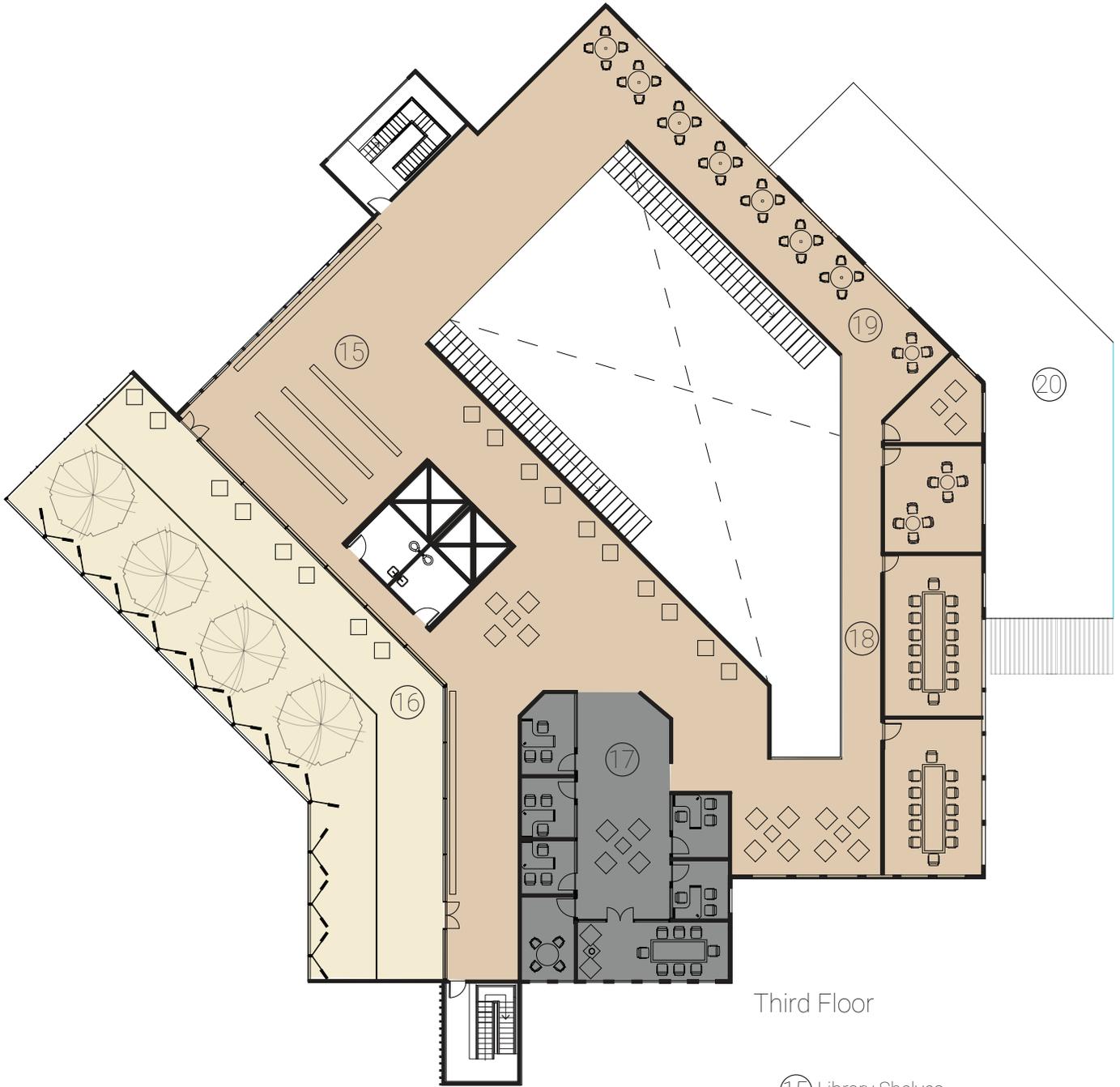
First Floor

- ① 4th Ave. S Entrance + Lobby
- ② Administration Offices
- ③ Interactive Classroom
- ④ Pop-up Market Space
- ⑤ Community Kitchen
- ⑥ Storage



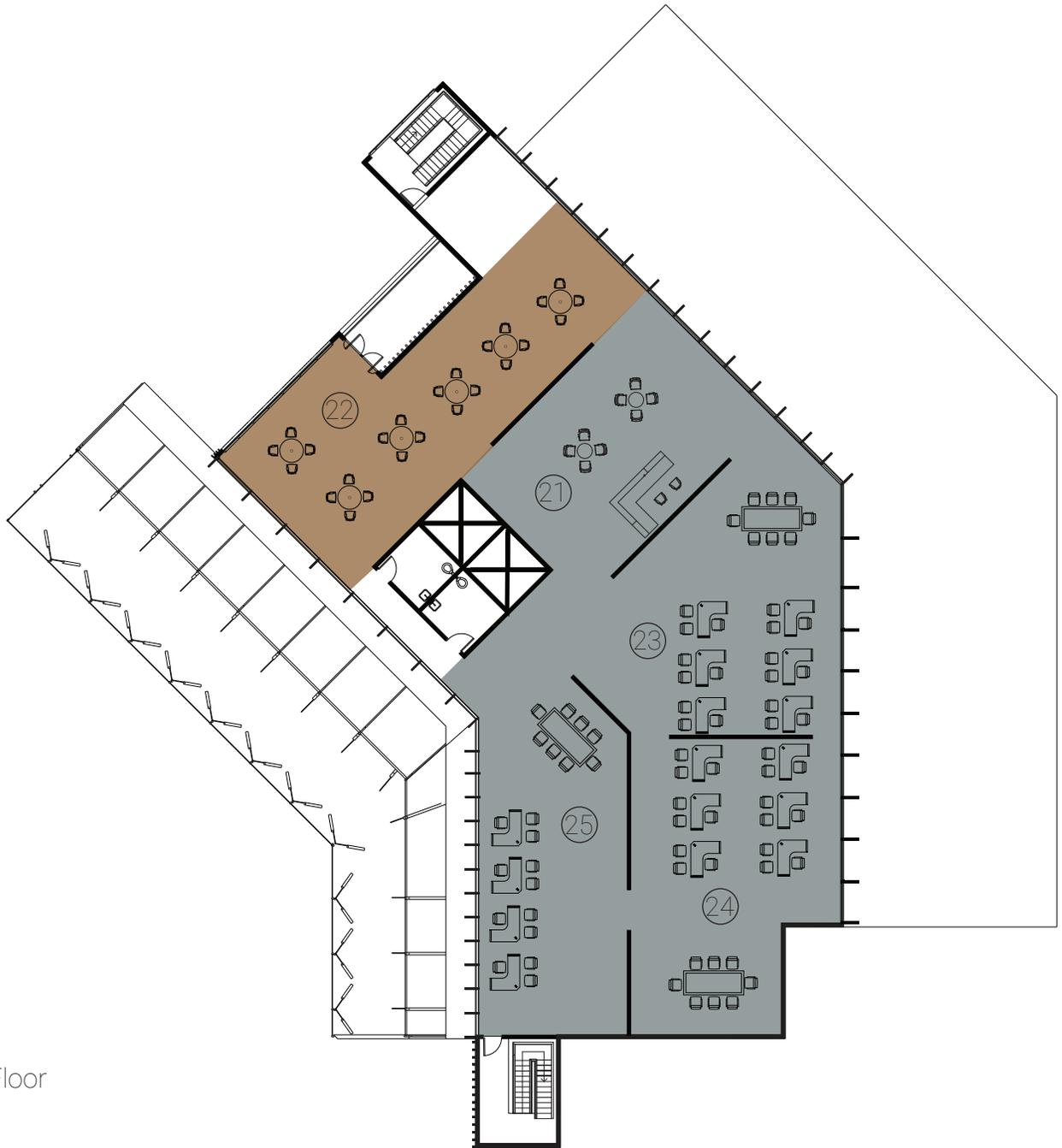
Second Floor

- ⑦ Multipurpose Space
- ⑧ Sun Lounge
- ⑨ Outdoor Rooftop Patio
- ⑩ Information desk
- ⑪ 5th Ave. S Entrance
- ⑫ Learning Stair
- ⑬ Storage for Events
- ⑭ Unisex Bathrooms



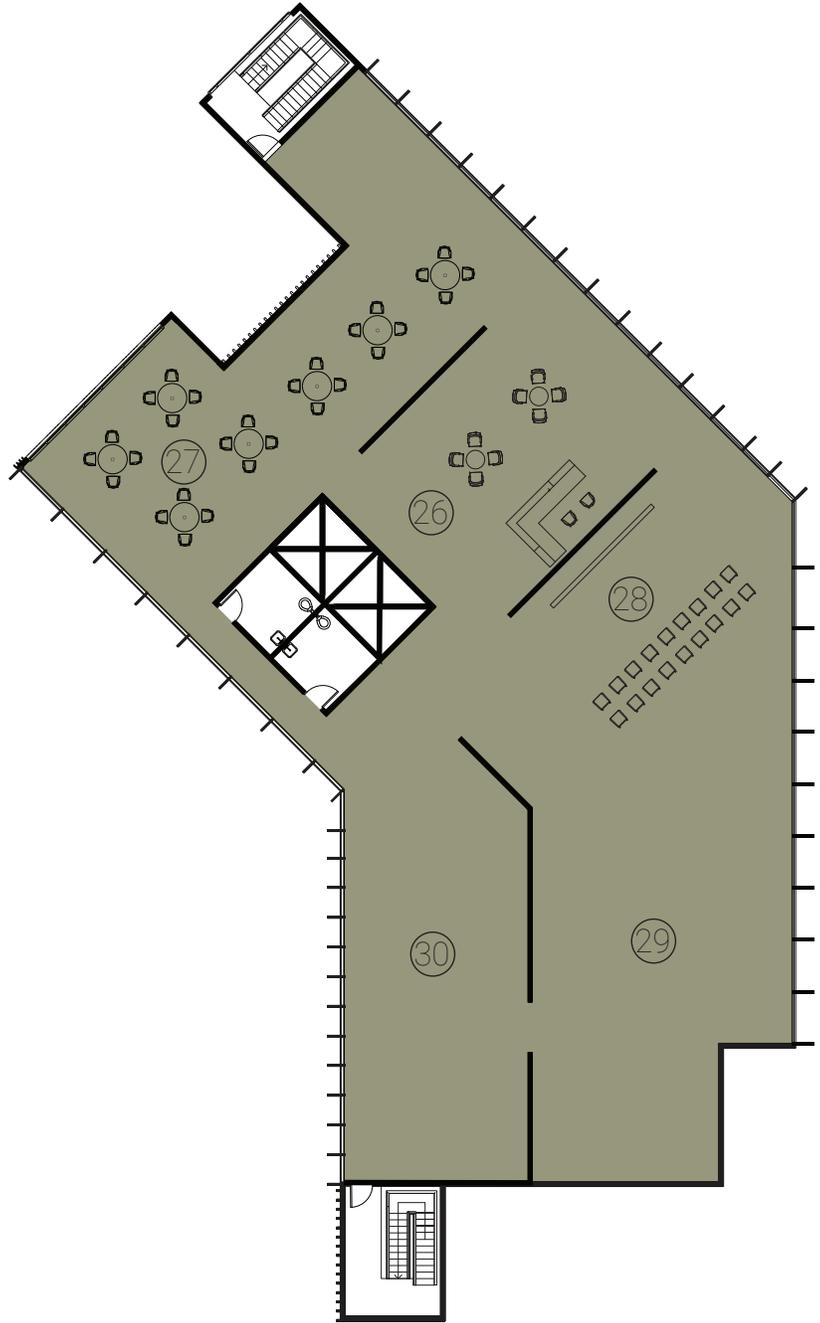
Third Floor

- ①⑤ Library Shelves
- ①⑥ Balcony in Sun Lounge
- ①⑦ New American Resource Offices
- ①⑧ Meeting Space + Classrooms
- ①⑨ Learning Spaces
- ②⑩ Greenroof



Fourth Floor

- ②① Secured Lobby and Front Desk
- ②② Flexible Space + Lounge
- ②③ Office Space
- ②④ Office Space
- ②⑤ Office Space



Fifth Floor

- ②⑥ Secured Entry to Childcare Floor
- ②⑦ Table Area
- ②⑧ Classroom
- ②⑨ Flexible Space
- ③⑩ Play Area

As people from cultures around the world come to the United States to resettle, they are faced with many difficulties, such as a missing sense of belonging. Immigration has had a long history in the United States, from being the foundation to being related to horrific events.

“People come here penniless but not culture-less. They bring us gifts. We can synthesize the best of our traditions with the best of theirs. We can teach and learn from each other to produce a better America .”

-Mary Pipher

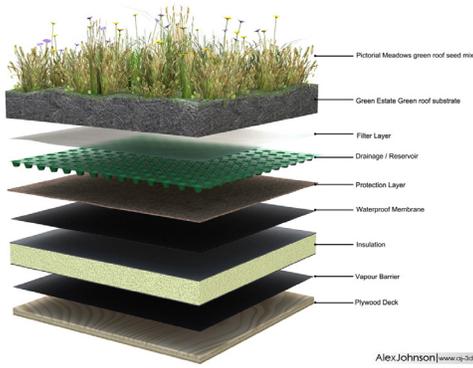
Immigrants strengthen the fabric of our society by bringing a different

perspective, but to some that builds a wall between them and their new home. Challenging the missing connection between immigrants and their community by designing with purpose and seeing architecture as international and inclusive.

This design thesis is creating spaces to gather, to share, and to learn. A cultural center that focuses on benefiting the community by creating a stronger connection for integrating immigrants in Seattle, Washington.

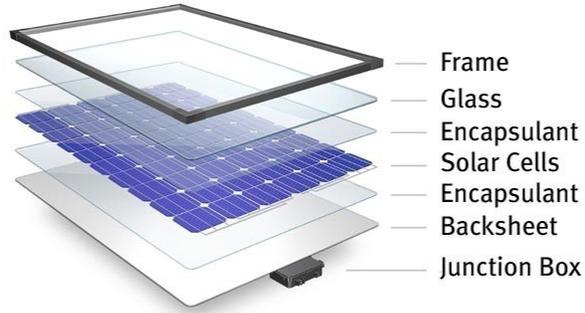
The inspiration comes from the Seven Hills of Seattle and the history of immigration in the United States.

# SUSTAINABILITY

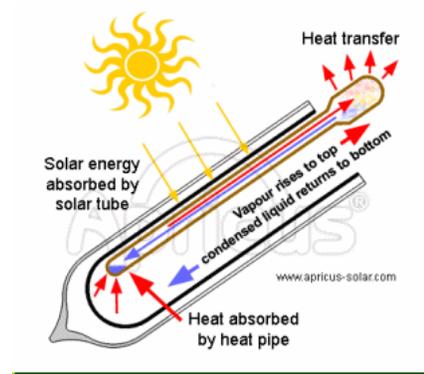


GREEN ROOF

Alex Johnson | www.ry-bid.com



SOLAR PANELS



# SECTION CUT









TRADE

HELP

GROW

FLEXIBLE

LEARN

WORK

PLAY



Main Entrance

TRADE

HELP

GROW

FLEXIBLE

LEARN

WORK

PLAY



Learning Stair

TRADE

HELP

GROW

FLEXIBLE

LEARN

WORK

PLAY



New American Resources

TRADE

HELP

GROW

FLEXIBLE

LEARN

WORK

PLAY



Child care center

TRADE

HELP

GROW

FLEXIBLE

LEARN

WORK

PLAY



Sun Lounge

A space to not forget where you came from or who you are  
but a place to support the journey of who you want to be.

# APPENDIX



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## Previous Design Studio

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SECOND YEAR: FALL 2015

CINDY URNESS

Designed a Tea House located in Moorhead, Minnesota.

---

THIRD YEAR: FALL 2016

REGIN SCHWAN

Designed a Visitor Center in rural North Dakota for a Missile Launch Center

---

FOURTH YEAR: FALL 2017

BAKR ALY AHMED

Designed a commercial and residential High Rise located in San Francisco

---

FIFTH YEAR: FALL 2018

DOUG HANSON

Designing an addition to the Guggenheim Bilbao Museum

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SECOND YEAR: SPRING 2016

JOAN VORDERBORGEN

Designed a Small Dwelling, 500 square feet, located in Cripple Creek Colorado

---

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THIRD YEAR: SPRING 2017

MARK BARNHOUSE

Designed a new same day surgery hospital located in Fargo, North Dakota

---

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FOURTH YEAR: SPRING 2018

PAUL GLEYE

Studied Abroad in Brussels, Belgium. Designed a urban master plan for a park located in Brussels Belgium

---

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FIFTH YEAR: SPRING 2019

CINDY URNESS

Design Thesis Studio

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"NDSU was my home from the moment I stepped on to campus and it will always be my home even when I step off of campus"

## Thank You

to my family, Sue, Jon, David and, Anna  
to my friends, Nyobi, Anna, and, Fab 5  
to my professor, Cindy  
and to NDSU