Guiding individuals through liminal conditions on the pathway to adulthood.
A BUILDING AS A RITE OF PASSAGE

HOSPITAL
0 years old

CHILDHOOD HOME
0 - 18 years old

SCHOOL
5 - 18 years old

COLLEGE
Appx. 18 - 24 years old

WORKPLACE
Appx. 24 + years old
Overcoming | ARCH 772

HOSPITAL
0 years old

CHILDHOOD HOME
0 - 18 years old

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Overcoming

ARCH 772

HOSPITAL
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5 - 18 years old

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- Hospital: 0 years old
- Childhood Home: 0 - 18 years old
- School: 5 - 18 years old
- College: Appx. 18 - 24 years old
- Workplace: Appx. 24+ years old
Overcoming | ARCH 772

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LIMINAL CONDITION

Being in a state betwixt and between two phenomena. (Gennep 1960)
The university residence hall as a threshold between home and the world.
What if architecture could prepare an emerging adult for what is to come next in life?
THE PASSION
The needed understanding.
Understanding the concept of liminality is crucial to defining liminal conditions experienced in this time period.

Analyze all that the college experience and the transition from a comfortable adolescence to adulthood entails for modern-aged emerging adults.

Define the liminal conditions experienced in emerging adulthood in tables based on the five categories.

Analyze the tables of liminal conditions and come up with architectural programs/settings that address the liminal conditions in the aforementioned list.
The Research

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2. **Research Emerging Adulthood**
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**The Process**

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- Accepting responsibility for yourself and actions.
- Developing an identity independent of their guardians.
- Finishing education.
- Becoming financially independent from guardians.
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INDEPENDENCE LIMINAL CONDITIONS

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<tbody>
<tr>
<td>(Separation)</td>
<td>(Transition)</td>
<td>(Incorporation)</td>
</tr>
<tr>
<td>High school peer pressures are dealt and experienced with under the constant surveillance of parents and guardians.</td>
<td>New college peer pressures are dealt with and experienced under the surveillance of yourself with an increased distance between you and your parents.</td>
<td>Adult peer pressures while existing are few and far between and are easily overcome.</td>
</tr>
<tr>
<td>Impulse control is in dealt with by the parents or guardians merely when it comes to finances, time management, and partaking in social situations.</td>
<td>Developing a sense of impulse control by yourself with no connection to parents or guardians.</td>
<td>Clearly define and understand when impulse control is needed to be enacted and no longer giving in to impulses.</td>
</tr>
<tr>
<td>Housing is provided by your parents or guardians.</td>
<td>Housing is needed to be found by yourself.</td>
<td>Housing has been secured and no is no longer changing frequently.</td>
</tr>
<tr>
<td>Parents and guardians often made the choice of what to eat and when.</td>
<td>The choice of what and when to eat is entirely up to you and is probably unsteady and fluid.</td>
<td>Food choices become a second nature and the unsteady nature of what to eat and when has been solidified.</td>
</tr>
<tr>
<td>Personal finances rely mainly on parental or guardian support.</td>
<td>Gaining financial independence is almost entirely independent of parents and guardians and the process in which you gain independence is fluid.</td>
<td>Financial independence has been reached in full and you are entirely supporting your personal finances in a steady manner.</td>
</tr>
</tbody>
</table>
THE RESEARCH

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**RESPONSIBILITY AND TASK LIMINAL CONDITIONS**

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<td>Parents and guardians prepare meals for their dependents.</td>
<td>The process of making a meal is now the responsibility of the dependents.</td>
<td>Meals can be made with ease and dependents move into a period of providing for others.</td>
</tr>
<tr>
<td>Parents and guardians shop for groceries and living necessities for dependents.</td>
<td>Shopping for groceries is now the responsibility of the dependent.</td>
<td>Shopping for groceries and living necessities are second nature.</td>
</tr>
<tr>
<td>Adult managed your time. They told you when to set alarms, when to arrive at events, when to go to bed, when to eat, and when to brush your teeth and bathe.</td>
<td>Learning how to manage time by balancing everything that takes time to do in order to live.</td>
<td>Time management is second nature and a routine is developed.</td>
</tr>
<tr>
<td>Parents and guardians planned healthy meals, bought personal care items, and managed your medical appointments.</td>
<td>Learning self-care by having to eat and choose healthier lifestyle choices, buy personal care items, and manage medical appointments.</td>
<td>Self-care is second nature and is easily worked into the routine of your daily life.</td>
</tr>
<tr>
<td>Parents and guardians often clean up after their children. This includes cleaning up their room, doing their dishes and cleaning the bathroom.</td>
<td>Learning how to clean and when to clean is necessary so that a good living environment is formed for the developing individual.</td>
<td>Cleaning is something that is done frequently and easily.</td>
</tr>
</tbody>
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#### TABLE: IDENTITY AND AGE EXPLORATION LIMINAL CONDITIONS

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<td>Parents and guardians often influence an individual’s identity when they are around them often.</td>
<td>No longer having their parents and guardians speaking for themselves, to what they believe.</td>
<td>Exploring who they are, as a person has exponentially decreased as they are now comfortable with their own identity.</td>
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<td>Parents and guardians often speak for their children when it comes to what they believe.</td>
<td>Individuals are now in charge of creating their own rules to live by.</td>
<td>Individuals live by their own rules to which they themselves have created.</td>
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<td>Parents and guardians often create rules for their children to live by.</td>
<td>Individuals can learn and interact with whichever identities they want to learn more about.</td>
<td>Individuals can interact with a multitude of identities.</td>
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<td>Parents and guardians often control which identities their children can interact with.</td>
<td>Specific identities have been explored and individuals are more stable in their identity conformance.</td>
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<td>Specific identities are forced upon children while in the custody of parents and guardians. These identities include gender, sexual, spiritual, social, class, national, racial, and personal identities.</td>
<td>Individuals can explore, take on, and accept whichever identities they seem fitting for themselves. These can be fluid and will likely change multiple times.</td>
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PERFORMANCE SPACES
LAUNDRY ROOMS - SOCIAL
FOOD PREP - SOCIAL
CREATIVE AND CAREER FOCUSED SPACES
FLEXIBLE AND SHARED RESIDENT ROOMS
BARS, CAFES, AND COFFEE SHOPS
RELIGIOUS AND WORSHIP
RETAIL AND GROCERY
EDUCATIONAL AND STUDY
THE TYPOLOGICAL MODEL CRITIQUE

The case studies

CONS

- Lack of emphasis on overcoming liminal conditions.
- Colleges have turned the residence hall into an recruitment tool therefore packing them full of expensive amenities.
- Ridiculous amenities include, lazy rivers, tanning beds, steam rooms, movie theaters, video game lounges, giant ball pits, rock climbing walls.
- Some colleges have abandoned the model all together and sold out to developers who design expensive all inclusive apartments.
THE SITE
ABOUT THE PROJECT
The Location.

California, USA
Santa Monica, CA
Santa Monica Community College (SMC)
THE WHY?

- #1 transfer college to UCLA, USC, and U of C Systems
- Active Student Life
- More than 30,000 Students
- Appx. 1 in 5 Students in California experience homelessness
- Most students travel upwards of 2 hours to go to school.
ABOUT THE SITE
The Context.

Wellness Center - Gensler

Library and Media Lab

Math and Science Center - CannonDesign

Student Services Building
ABOUT THE PROJECT
The Existing.
THE PROPOSAL
THE PROPOSAL

The building as a threshold.

KEY
1. Campus Quad
2. Food-truck plaza
3. Hall Drop-off
4. Services/Ramp Entry
5. Campus Threshold
6. Campus Field
7. Amphitheater/Skatebowl
8. Courtyard Green
9. Community Gardens
THE ORDER

Visual representation of disruption in order.

AXES OF INFLUENCE
THE 2ND LEVEL

*Level 3 Similar

KEY

1. Hall Atrium
2. 1-Story Social Lounge
3. 2-Story Social Lounge
4. Identity Rooms/Balconies
THE 4TH LEVEL
*Level 5 Similar

KEY
1 Liminal Bridge
2 2-Story Social Lounge
3 Identity Rooms/Balconies
THE SECTIONS
Focus on Identity
THE UNITS
Because one size doesn’t fit all.

THE SOCIALITE
4 Person Suite
- Recent high-school grad
- Developing social network
- Acquiring conflict management skills
- Looking for the quintessential college experience.

THE CAUTIOUS
4 Person Suite
- Recent high-school or 2nd year student
- Needs a physical representation of privacy.
- Reserved yet wanting to develop social network
- Looking for the close to quintessential college experience.

THE SELF-RELIANT
2 Person Suite
- Upperclassman or non-traditional youthful student
- Ambitious and socially developed
- Spends very little time in the room due to their busy schedule
- Looking for a place that offers them the responsibility and independence they seek.

THE INDEPENDENT
1+ Person Studio
- Non-traditional student who may be older to age than their peers
- Can live on their own with ease and may be caring for others.
- May be seeking temporary housing to allow for a major life change in their life
- Needs a place to live that allows them to live their life totally independent of others.
Overcoming ARCH 772

Social Kitchens
Overcoming Courtyard