

SCHOOL/DEPARTMENT: Architecture & Planning**COURSE OUTLINE: ARCHHTC200 / Semester 1, 2017****1.0 GENERAL COURSE INFORMATION**

Course Code:	ARCHDES200
Course Title:	Design 3
Points Value:	30 points
Prerequisites:	ARCHDES100 or 110
Restrictions:	ARCHDES210
Course Director:	Prof Andrew Barrie, Room 335, Building 421, a.barrie@auckland.ac.nz
Course Co-ordinator:	Farzaneh Haghghi, Room 326, Building 421, f.haghghi@auckland.ac.nz
Teaching Staff:	Karamia Muller, Email: k.muller@auckland.ac.nz

2.0 CLASS CONTACT HOURS

Monday, Tuesday & Friday, 1pm – 5pm; Level 2 Design Studios, Building 421.

3.0 COURSE PRESCRIPTION

The Domestic: An introduction to those things both familiar and unfamiliar in our understanding of home, family, privacy, identity, and community. Explores both the most intimate and the most exposed aspects of dwelling, and addresses scales ranging from the room to the block.

Housing and Homelessness

Keywords: Architecture, Activism, Design, Homelessness



Figure 1: Image showing student work from the University of Southern California's School of Architecture's Homeless Studio

Housing and Homelessness

Housing and Homelessness will examine the socially marginalised condition of 'homelessness' through Architecture, Design and the House. A common perception of homelessness is that, it is a personal lifestyle choice. That to become homeless is an act of refusal to participate positively in society. However the reality is more complex, with various life pathways leading to homelessness. Such pathways sitting outside a prevailing narrative of 'bum' or 'vagrant'. Indeed besides single men, homelessness is the living condition for women, displaced youth, victims of domestic violence, mental health consumers, families suffering financial crisis and people exiting incarceration.¹ Demonstrating that despite the commonly held view that homelessness is particular to single, middle aged males with agency, it can be a forced upon option for many others.

In this studio we will look at the complex pathways that lead to homelessness so that we may design with empathy housing solutions. Employing architectural tools the design course will begin with an experimental mode of gathering resources to construct a temporary shelter (See Fig.1). This begins our design journey that will culminate in the fulfilling of **a brief to shelter 30 women experiencing homelessness through the design of a housing module.**

As a part of the design brief we will be creating an awareness around how wider social, cultural, economic and political issues reach domestic sites. This analysis of the personal or the familiar will

¹ Richards, Steve. *Homelessness in Aotearoa: Issues and recommendations*. Regional Public Health, 2008.

form the foundations for an architectural position to further refine and guide the design process. Moreover will ground the remaining body work as it is concretely tested as an architectural proposition.

The designated site 'Housing and Homelessness' is located in 'Tōia' - Ōtāhuhu's new recreational precinct (see Fig. 2). Adjacent to the multi-purpose facility, a parcel of recreational land will opportunistically situate this design project within the wider Ōtāhuhu community. Expanding on the earlier studio work we are in a position to *activate* this site. Having built a framework of architectural thinking, site analysis and program requirements the design process will creatively problem solve around the issue of social exclusion and homelessness that remains largely invisible in contemporary New Zealand society.



Figure. 2 – Google image of the site: Corner of Mason Avenue, Ōtāhuhu. NTS

4.0 TEACHING AIMS

The aims of this course are to:

Design 3 carries the theme of '*domestic*'. While being grounded in the known world, the paper presents the imperative of interrogating the *familiar*. Home, human relationships, privacy, connection to community and social structures will be examined as issues that hold architectural opportunity.

Design 3 looks to build upon the critical and technical skill bases developed in year 1 of the BAS.

5.0 LEARNING OUTCOMES

General ARCHDES200 Course Outcomes

On successful completion of this course, students should be able to:

- Theory: Demonstrate a critical understanding of the domestic and pursue a consistent line of questioning to uncover architectural opportunity within the familiar, and further, to explore that opportunity through the development of design propositions.
- Architectonics: Demonstrate abilities to develop the tectonic characteristics of the project through the making of material propositions.
- Performance: Show evidence of an understanding of how the design proposition behaves as an environment (in terms of light, heat, ventilation ...) and how it responds to and influences the site and spatial context it occupies.
- Form and space: Show evidence of conceptual and developed design skills in terms of three dimensional formal/spatial composition through the making of scaled 3-dimensional architectural propositions.
- Media: Demonstrate productive engagement with media specific to the discipline of architecture – plans sections, elevations, perspectives, models – and understandings of their uses and relationships to one another.

Specific Topic Outcomes

This studio topic will engage the general course outcomes in the following ways:

- Theory: Students will develop their architectural thinking in the context of local residential architecture through an academic engagement with residency.
- Architectonics: Students will be required in this design course to develop and awareness of relevant architectonics to the design course.
- Performance: Students will be expected to respond to the site and design program that displays an understanding of site and its wider context for example issues that are social, cultural, economic and environmental.
- Form and space: Students will be required to demonstrate using architectural tool the ability to think about space at an intimate scale.
- Media: Students are required through this design course to engage in drawing and model production (to scale) that visually conveys their key concepts and thinking.

6.0 COURSE STRUCTURE AND CONTENT

Week	Due Date	Topic	Required reading (or other).
Week 1	10/03/2017	Student groups to present 'temporary shelter'	
Week 2	17/03/2017	Students to present site analysis	
Week 3	24/03/2017	Students to present brief document	
Week 4	07/04/2017	Students to present design concept of brief to visiting critic, showing understanding of siting and scale	
Week 5	11/04/2017	Students to address critiques in preparation for Mid-semester crits	
Week 6		Mid-semester crits	
		MID-SEMESTER BREAK	
Week 7	05/05/2017	Students to engage with construction of design and to supply evidence demonstrating this	
Week 8	12/05/2017	Students to demonstrate a revolution of the design process, improving areas of the concept design, resolving the project to a developed design phase	
Week 9	19/05/2017	Developed design stage continues	
Week 10	26/05/2017	Students to present to tutor a draft presentation demonstrating an understanding of overall project and work to be completed for final	
Week 11		Students to meet with tutor at their discretion for final comment and review	
Week 12		Final Presentation	

7.0 LEARNING RESOURCES

7.1 Required Reading

General: "Homelessness in Aotearoa: Issues and Recommendations."

Available online: http://nzceh.org.nz/about/Publications/homelessness_in_aotearoa.pdf

"An insight into the experience of rough sleeping in central Auckland"

Available online: <https://www.lifewise.org.nz/wp-content/uploads/2016/01/rough-sleeping-report.pdf>

7.2 Recommended or Supplementary Reading

Students do not have recommended or supplementary reading however all students are expected to research appropriate material to supplement their design process. Note: visual references sourced from platforms such as pinterest and Instagram will not be accepted in this studio.

7.3 Other Materials or Software

7.4 Use of Canvas

Canvas will be used to notify the studio of important studio issues, changes to the programme and general notices. Note: Students are expected to regularly check Canvas for studio notifications.

7.5 Other Assistance / Student Support Available

8.0 INCLUSIVE LEARNING

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course convenor/lecturer and/or tutor.

9.0 OTHER INFORMATION

Students are encouraged to read beyond the required and recommended reading to develop their own architectural positions. It is encouraged that where the design group meets that we will be exchanging research findings in order to develop richer perspectives and understandings on our design topic. It is encouraged that students develop a proactive practice of documentation of all work undertaken in studio time. Moreover to look at the work undertaken in this studio as a part of their architectural practice.

10.0 ASSESSMENT

10.1 Method of Assessment

100% coursework

All student work is assessed by the named staff member(s) offering each course topic, who are appointed as examiners. Provisional grades are confirmed at an examiners' review of the work of all students in that particular design course, in order to ensure parity of grading standards across course topics. All marks are indicative until confirmed in the Design Grading Moderation Review.

10.2 Assessment Criteria

Detailed information on assignment format and assessment criteria are provided below. The grading of work is based on the NICA! Grade Descriptors printed on the Faculty website: <https://cdn.auckland.ac.nz/assets/creative/for/current-students/course-planning-enrolment/Planning-and-enrolment-assets/NICA!%20grade%20descriptors.pdf>.

In addition to the criteria set out in the School handbook, assessment will be based on the following:

- Theory: Level of critical engagement with the theme of the 'domestic', ability to pursue a consistent line of questioning, ability to identify and explore opportunities yielded.
- Architectonics: Quality of material propositions and degree to which the project advanced through their making.
- Performance: Level of consideration of environmental and contextual aspects of the architectural proposition and the development of the proposition through that consideration.
- Form and space: Resolution of the scaled 3-dimensional architectural proposition and the design skill demonstrated in its making.
- Media: Quality of design development facilitated through engagement with media specific to the discipline of architecture.
- Quality of engagement in studio – singularly, in group discussions and in formal crits. Attendance in studio and for the duration of crit days is mandatory – students are expected to support and learn from their colleagues.

Specific topics will weight the factors presented above according their identified emphases.

10.3 Academic Integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

10.4 Attendance and Participation

Attendance in class as well as engagement with course activities and readings supports academic success. Therefore it is strongly recommended that students make every effort to attend class and complete all the necessary in-class requirements.

10.5 Output Requirements

Week 1: Housing and Homelessness: Students to assemble into groups of 4 and create a temporary shelter. Asked to imagine how they might design a temporary shelter for themselves using resources available students are expected to think creatively and resourcefully.

Week 2: Site Analysis – Drawing schedule required – plan; short section; long section and oblique drawing of their architectural case study - scale 1:50. Detail indicating architectonic analysis – scale 1:5. Model – scale 1:50

Week 3: Brief Document – Students will be required to present brief document that draws on key findings in the site analysis. This document will inhabit the needs of those experiencing homelessness and will form the foundation for our design process.

Week 4: Concept Design – Drawing schedule required – site plan - scale 1:500

Week 5: Concept Critique – Drawing schedule required – series of study drawings which may include perspectival and axonometric renderings. Scale not required.

Weeks 7: Mid Semester Critique: Students to present development of their architectural proposition. This will require a drawing portfolio with the following drawings included: site plan scale - 1:500 and a floor plan, short section, long section scale 1:50 and one detail 1:10

Weeks 7-10 Students will concretize their architectural position. During this week students may consult with me where necessary however it is expected that the process of design refinement will continue for final submission of their design studio in week 12.

Week 11: In preparation for the final critique of work students will be expected to make progress appointments during this week. Schedule of drawings for final presentation to be confirmed.

Week 12: Final presentation of design

11.0 STUDENT FEEDBACK

Students will be asked to complete an evaluation of the course at the end of the semester, usually on the morning of final presentation.

12.0 UNIVERSITY POLICIES AND GUIDELINES

This course is based on the university policies and guidelines. For further information, see the University and Faculty websites. On the Faculty website, the 'Quick Reference Guide for New Students' provides useful information on such things as key dates, where to go for help and advice, personal support and academic policies and procedures.

Students must note the following warning that applies to all material provided for this course. This includes printed material and electronic material, and material posted on Canvas. If you are not sure about the requirements, ask for clarification from the course coordinator.

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