

## ARCHDES 200 | DESIGN 3 | TOPIC OUTLINE | SEM 1 2019

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.

### **Hannah Broatch & Mason Rattray – Hatch Workshop**

Hatch is a design & build duo that specialises in building temporary low-cost housing projects for migrant communities in India.

[www.hatch-workshop.com](http://www.hatch-workshop.com)

### **Space & Identity**



Residents personalise and adapt their homes in rebellion against strict architectural rules to not modify or decorate the housing scheme.

Nemausus Housing, 1987, Nimes, France – Jean Nouvel

Image: Documentary stills - Copans & Neumann, Illuminations Media

## GENERAL COURSE INFORMATION

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<b>Course :</b>	Design 3 ARCHDES200
<b>Points Value:</b>	30 points
<b>Course Director:</b>	Sarosh Mulla: s.mulla@auckland.ac.nz
<b>Course Co-ordinator:</b>	Kathy Waghorn: k.waghorn@auckland.ac.nz
<b>Studio Teacher:</b>	Hannah Broatch & Mason Ratray - Hatch
<b>Contact:</b>	<a href="mailto:hatchworkshop@auckland.ac.nz">hatchworkshop@auckland.ac.nz</a>
<b>Location:</b>	TBC
<b>Hours:</b>	Tuesday and Friday 1:00-5:00pm

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**For all further general course information see the ARCHDES200 COURSE OUTLINE in the FILES folder on CANVAS.**

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## Space & Identity

*“Architecture and social relationships are mutually dependent. The built environment influences social patterns of behaviour and produces potential spaces for collective practices. Conversely, the social fabric – in its political make-up, its economic and symbolic order, and everyday practices - forms the foundation for the creation of everyday living environments.”<sup>1</sup>*

### **Studio Theme**

The ‘New Zealand Dream’ is typically defined as the ownership of a detached 3- or 4-bedroom house on a quarter-acre section and at least one car<sup>2</sup>. Architecturally it is interchangeable with the Australian or American dream, and promotes the idea of an aspirational ‘norm’ which has been developed since the settlement of New Zealand by European colonists and continues today to dictate domestic land use patterns into the sprawling suburbia of detached houses – albeit with expanding house sizes and shrinking plot sizes.

Why is this this suburban ‘norm’ – based on an outdated model designed for western lifestyles - continuing to spread past the city fringes even as Auckland cements itself as one of the most culturally diverse cities in the world?<sup>3</sup>

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1. Hehl, Rainer. “Collective Spatial Production and Symbolic Capital”. *ARCH+ Journal for Architecture and Urbanism, An Atlas of Commoning* (2018). 174.

2. Wikipedia. [https://en.wikipedia.org/wiki/New\\_Zealand\\_dream](https://en.wikipedia.org/wiki/New_Zealand_dream)

3. Massey University. [http://www.massey.ac.nz/massey/about-massey/news/article.cfm?marticle\\_uid=695C079B-DE0C-2FCD-EF64-534079743DA4](http://www.massey.ac.nz/massey/about-massey/news/article.cfm?marticle_uid=695C079B-DE0C-2FCD-EF64-534079743DA4)

In this studio we want to dismantle the typically western centric concepts/ structure/ framework of how we think about a home – and what default racial biases dictate the traditional ‘standards’. It will question the state of the ‘New Zealand Dream’ today, and redefine it based on a modern meaning of what it means now for an Aucklander.

### Studio Task

Investigate the relationship between the built environment and construction of racial and class identities to develop concepts that allow users to take agency over their environments.

Although we may not always be able to predict how our designs will be used, we as designers should anticipate how people might want to use spaces in different ways. The final designs will need to demonstrate elements of **flexibility** that allow room for **adaptation, identity** and **ownership** over the spaces. The designs should support a range of lifestyles, rather than restrict it to fit into a mould of an unfamiliar identity.

We will examine how housing can be seen as an instrument of domination of one culture, over others.

In broader terms, Maori and the variety of other New Zealanders who are not of European heritage have to conform to white spaces, resulting in people inhabiting spaces that have been assigned for them – environments built against, rather than for, which impose a loss of cultural identity.

However in more specific ways, dominant cultural impositions are becoming increasingly problematic in terms of landlord’s power over renters, as home ownership in Auckland becomes less common.<sup>4</sup>

In the five years ended 31 December 2018, the Human Rights Commission NZ says it received just under 400 complaints from tenants or would-be tenants relating to discrimination by landlords or property managers.<sup>5</sup>

Examples of issues arising from imposed cultural norms of built environment:

- Restrictions on cooking of specific ethnic cuisines<sup>6</sup>
- Restrictions on use of space/ decoration
- Incompatibility of non-nuclear family structures<sup>7</sup>
- Health problems due to substandard quality of housing
- Racist comments, stereotypes and assumptions<sup>8</sup>
- Stress, anxiety, humiliation

These examples give insight into how most of the housing models in NZ **may look** like a house but **may not act** like a home for a lot of the population – they may not provide a space for inhabiting, dwelling and thriving.

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4. RNZ. <https://www.radionz.co.nz/news/political/304700/aki-home-ownership-rates-'collapsing'>

5. Te Ao. <https://www.maoritv.com/news/regional/landlords-message-shocks-my-koro-would-be-very-angry>

6. Stuff. <https://www.stuff.co.nz/life-style/homed/latest/99540870/couple-shocked-by-queenstown-racism>

7. Auckland Council. <https://www.aucklandcouncil.govt.nz/plans-projects-policies-reports-bylaws/our-plans-strategies/auckland-plan/homes-places/Pages/household-crowding.aspx>

8. The Spinoff. <https://thespinoff.co.nz/auckland/23-03-2017/race-and-renting-in-auckland/>

A disconnect between self and place is often raised in relation to food and food-related objects<sup>9</sup>. The example of cooking restrictions within one's own home limits agency over every day experiences. These types of discriminatory restrictions/ control over behavior in one's own dwelling is not only uncomfortable but can often prevent people from meeting their cultural obligations, which could cause shame, humiliation and over time can reduce social ties that buffer people against adversity.<sup>10</sup> Furthermore, houses designed in ways that means restrictions are enforced aids in negative structural racism and social stigmas.

### **Studio Site**

The final proposal will be a multi-unit rental property on a site on Dominion Road, in Mt. Roskill - the most culturally diverse community in New Zealand<sup>11</sup> - where a large-scale densification housing scheme has already begun in Roskill South.



1370-1376 Dominion Road

Image from <https://mtroskilsouthdevelopment.co.nz/>

### **Studio Output**

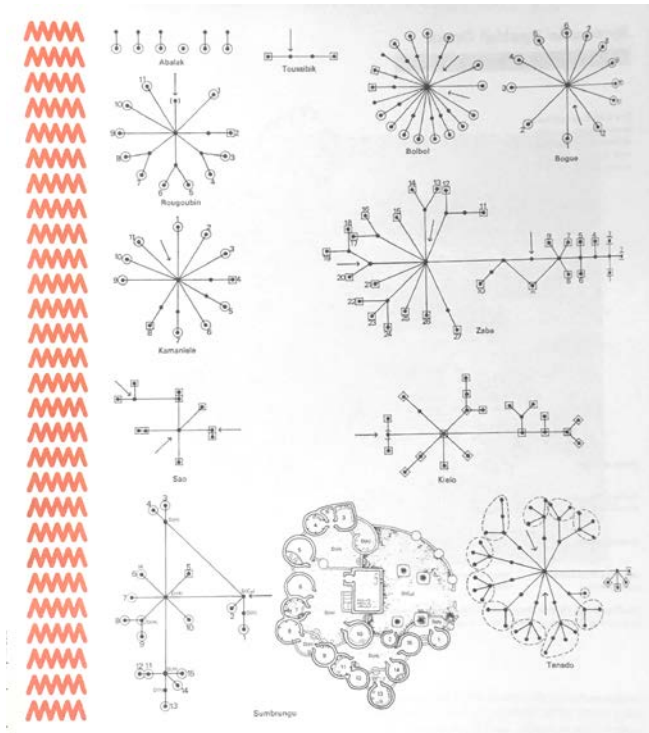
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9. Hodgetts et al "The precariat, everyday life and objects of despair" *The social psychology of everyday politics*, 2017. 7

10. Ibid

11. United, the world in a suburb. [https://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11313033](https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11313033)

Through a series of given weekly tasks, students will be required to research and develop architectural diagramming tools generated from precedents and literature studies.



Structural analysis of traditional housing types in North Africa - led by Hiroshi Hara.  
Image from: "Collective Spatial Production and Symbolic Capital". *ARCH+ Journal for Architecture and Urbanism, An Atlas of Commoning* (2018). 177.

One of the early tasks will take inspiration from a research project called The Hara Laboratories' 'Dwelling Group Domain Theory' (Tokyo University 1978). We will examine the morphologies of a selection of vernacular architecture from around the world, and like the Hara studies:

*'although the approach will be based on a structural analysis of traditional types of dwelling... and villages... structures were viewed beyond their historical scope... given the changing social and cultural contexts, simply transferring these structures onto contemporary models of living could not be the aim of the study. Due to the diversity of the various case studies... which span different continents and cultural regions... (we hope to) avoid a hierarchical ordering of archaic, colonial and western settlement or dwelling forms.'*<sup>12</sup>

12. Hehl, Rainer. "Collective Spatial Production and Symbolic Capital". *ARCH+ Journal for Architecture and Urbanism, An Atlas of Commoning* (2018). 176, 177.

## TOPIC STRUCTURE AND CONTENT

### SPECIAL NOTE:

Week	Date	Event
Week 1	Mon 4.3	12:00 All architecture meeting, rm 311
	Tue 5.3	1:15 Design 3 staff presentations and studio ballot
	Fri 8.3	Discussion of brief & Introduction to Task 1: Study of vernacular housing & Written response to readings consultations for task 1 – bring in drafts
Week 2	Tue 12.3	Present Task 1 & intro of Task 2: Study of user groups & Precedent Study
	Fri 15.3	SITE VISIT – ROSKILL SOUTH
Week 3	Tue 19.3	Presentation of Task 2
	Fri 22.3	Task 3 Intro: Program diagrams/ matrixes Consultations for task 4 & Fleur Palmer Talk
Week 4	Tue 26.3	Presentation of Task 3
	Fri 29.3	Task 4 Intro: Short design exercise ‘Domestic Architecture Moments’ consultations for task 4
Week 5	Tue 2.4	Presentation of Task 4
	Fri 5.4	Task 5 Intro: First Diagrammatic proposals Development of mid-semester concepts
Week 6	Tue 9.4	Design 3 Mid-semester crit
	Fri 12.4	Task 6 Intro: Research/ ideas for materials & structure
MID-SEMESTER BREAK		
Week 7	Tue 30.4	Presentation of Task 6
	Fri 3.5	Task 7 Intro: Site response development consultations for task 7
Week 8	Tue 7.5	Presentation of Task 7
	Fri 10.5	Develop design
Week 9	Tue 14.5	Develop design
	Fri 17.5	Develop design
Week 10	Tue 21.5	Mock Crit pin up
	Fri 24.5	Develop design and presentation.
Week 11	Tue 28.5	Develop design and presentation.
	Fri 31.5	Develop design and presentation.
Week 12	Tue 4.6	Design 3 Final Studio Reviews
	Fri 7.6	

## RESOURCES

Harris, Dianne Suzette. *Little White Houses: How the postwar home constructed race in America*. Minneapolis: University of Minnesota Press, 2013.

Brown, Adrienne et al. *Critical dialogues on race and modern architecture*. Panel Discussion, New York: Columbia University, 2016. <https://www.arch.columbia.edu/events/42-critical-dialogues-on-race-and-modern-architecture>

Hodgetts et al. "The precariat, everyday life and objects of despair." *The social psychology of everyday politics*. London, Routledge 2017. (We will provide PDF)

THE FUNAMBULIST, *Design & Racism*. Volume 5, May-June 2016: Editor-in-Chief: Léopold Lambert. (We will provide PDF)

Brand, Stewart. "Built for Change" *How Buildings Learn* - BBC <https://www.youtube.com/watch?v=ZSaWdp833YM>

*Maori Housing Experiences*. Centre for Housing Research – Aotearoa New Zealand, 2006. PDF <http://www.familycentre.org.nz/Publications/filesSocialPolicyResearch/maori-housing-experiences.pdf>

Hamdi, Nabeel. *Housing Without Houses: Participation, Flexibility, Enablement*. New York: Van Nostrand Reinhold, 1991.

## REQUIRED PRODUCTION

*A work book that documents the design iterations prompted by the changing studio brief.*

Site visit: As a group, we will take a bus down Dominion Road to the site.

Each week we will give students weekly tasks that will be presented at weekly informal crits. The tasks will range from study drawings, written responses, diagramming exercises, small design exercises including creating collage drawings and models, creating program lists and matrixes etc.

**Final hand in requirements:**

- Prepared Verbal presentation.
- Diagrams to communicate key moves and explain how your design works
- Plans, sections and elevations at scales to be decided for each project
- Axonometric/ plan/ section/ animation/ storyboard of a few different user groups inhabiting your building at different points in time in different ways. This will show us how your building can accommodate various inhabitants.
- Perspectives – at least three of each user group scenario.
- Model of your design showing context

### **ASSESSMENT & FEEDBACK**

This course is assessed as 100% coursework. Conversational feedback is given throughout the semester. Written feedback, with indicative grading, is given at a date around the mid-point of the semester. All further information regarding assessment is available in the ARCHDES 200 Design 3 Course Outline (on Canvas).

### **The Domestic Series: Tuesdays 4pm – room 311**

As part of Design 3 all students from all studios are welcome to join 'The Domestic Series'. These take place on Tuesday afternoons and are short presentations and discussions on the domestic by Design 3 staff and guests.



## LEARNING OUTCOMES

**General 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 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:** Demonstrate a critical understanding of the relationship between identity and space, and the historical coercion of particular peoples into a domestic norm.
- **Architectonics:** Explore materiality and structural requirements of a domestic scale that allows flexibility of personalization and establishment of identity.
- **Performance:** Develop and demonstrate an understanding of observational, analytical and communicative tools which aid the architectural design process.
- **Form and space:** Demonstrate an understanding of human scale and its relationship to space and architectural elements.
- **Media:** Demonstrate media skills in drawing, diagramming, writing and modelling as a means of collecting and researching information, which then have a clear and cohesive input into the final designs.