

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.

Dr Cristian Silva

I am an Architect (ULA, Chile, 2001), Master of Architecture (PUC, Chile, 2006) and PhD in Urban Studies (UCL, UK, 2007). I have been in academia since 2001 working as Lecturer in Architecture and Urban Design, and as researcher on urban informality, urban sprawl, (post)suburbanisation and contemporary patterns of urban growth and change. My current research is centred on the understanding of suburbia and the implications of 'interstitial spaces'. My work has been presented and published in Latin America, the USA, Australasia and Europe.

HOUSING AND DOMESTIC SPACE FOR LARGE-EXTENDED FAMILIES.



'A house for many' (Amsterdam Orphanage, 1960, Aldo Van Eyck)

Photo: Silva, C. 2014. Amsterdam. The Netherlands.

GENERAL COURSE INFORMATION

Course :	Design 3 ARCHDES200
Points Value:	30 points
Course Director:	Sarosh Mulla: s.mulla@auckland.ac.nz
Course Co-ordinator:	Kathy Waghorn: k.waghorn@auckland.ac.nz
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Location:	TBC
Hours:	Tuesday and Friday 1:00-5:00pm

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

HOUSING AND DOMESTIC SPACE FOR *LARGE-EXTENDED FAMILIES.*

TOPIC DESCRIPTION:

This studio will explore the idea of 'Large Extended Families' (LEF), its domestic space and how it challenges traditional suburban housing typology. The studio will pay attention to the way of how the domestic housing space is used and organised in order to understand the architectonic configurations that support it.

PROBLEM STATEMENT:

Middle-class families are changing, but the suburban housing typology is still the same. If in the past families were relatively homogeneous (usually composed of 4 to 5 members), today they are increasingly larger and diverse. This diversity does not relate solely to the number of people that compose a family, but also their genders, ages, familial ties, relatives and friends that come to live with, guests, pets, and the way of how families produce, organise and use the housing space.

In this studio, three types of LEFs are selected to design their houses/domestic spaces:

- A Pacifica and/or Maori family (of 12 members)
- An inter-generational family of (of 9 members)
- A Co-housing Family Scheme (two different families together, 12 members).

RESTRCTIONS:

Restriction 1: The design solution will contemplate space for relatives and friends who come to visit the families for one-month period.

Restriction 2: All families should contemplate the permanent presence of at least three children and its spatial, architectonic and functional implications.

Restriction 3: Design solutions should contemplate shared/common spaces in at least three instances: *Interior*, *semi-interior* and *exterior*.

AIMS AND QUESTIONS:

The aim of this studio is to explore alternative housing configurations of the domestic space, for alternative familial compositions (LEFs). On this basis, the following questions comes up: 1) what could be a more appropriate suburban housing typology for a determined LEF? What are the spaces, functions and architectonic devices that support its spatial configuration? How does this help to re-conceptualise the notions of '*house*', '*family*' and eventually '*neighbourhood*' and '*suburbia*'?

CONTEXT (*Auckland, Mangere*):

Auckland is a remarkable example of the disjunction between the familial composition and the suburban housing typology. The increasing rate of overseas immigration, the proliferation of alternatives renting schemes – including *AirBnb*, *Guest-to-Guest*, *Surf Coaching*, *HomeExchange* and others – and domestic migration creates an influx of different LEFs that are accommodated in traditional suburban houses. One of the suburbs that is characterised by the presence of LEFs is Mangere (south Auckland). Mangere is one of the largest suburbs in Auckland, often described as a very multicultural area composed of people with Europeans, Māori, Pacifica and Asian origins, **often with large families**. This will be the area where the studio will propose housing solutions.

METHODOLOGY: The methodological approach contemplates four stages:

- Stage 1: Observation, mapping/recording, conclusions
- Stage 2: Site analysis (Selection and analysis of site/place)
- Stage 3: Design iterations, definition of preliminary models
- Stage 4: Final design proposals and presentation.

BRIEFINGS of Stage 1: *Observation, mapping/records, conceptual conclusions.* Students must observe and analyse their own housing/domestic space. The Observation/recording process must consider:

- a) *Interior Spaces* (rooms, kitchens, living rooms, corridors, others)
- b) *Semi-exterior spaces* (terraces, balconies or similar)
- c) *Exterior spaces* (backyards, gardens, others)
- d) *Property boundaries* (the relationship with properties, streets, others).

The Observation/Recording process must focus on how the space is being used, organised and what are the architectonic conditions/devices that configure the space. More specific briefings for the observation/mapping exercise will be provided in due course.

Exhibition/Presentation 1: Students must present their findings and conclusions of Stage 1. Conclusions should be illustrated graphically through photos, diagrams, texts, drawings, collages or any other form of bi-dimensional representation. Specific briefings for exhibition/presentation will be provided in due course.

BRIEFINGS of Stage 2: *Site analysis (selecting a place/site for analysis)*

‘Mangere is a significant development for Auckland, which will replace approximately 2,700 state houses with up to 10,000 new ‘healthy homes’ over the next 10-15 years. This will include around 3000 new state houses, as well as 3500 affordable homes and 3500 new market homes’ (Housing New Zealand, 2018). Mangere is also the area of the International Airport, a potential attractor of tourists, temporary accommodations and tourist-oriented businesses. The studio will assume the re-development framework proposed by *Housing New Zealand (HNZ)* and *Mangere Development and Homes, Land, Community (HLC)* of revamping the surroundings of the Mangere College. The Studio will focus on the **‘Stage 1f’** (Figure 1, in orange) and will propose housing alternatives for a selected LEF. Specific briefings for site analysis will be provided in due course.

Exhibition/Presentation 2: Students will present their site analysis, Stage 2. Conclusions should be illustrated graphically through photos, diagrams, texts, drawings, collages or any other form of bi-dimensional representation. Specific briefings for exhibition/presentation of Site Analysis will be provided in due course.



Figure 1. Areas of housing replacement. © Mangere Development, 2018

BRIEFINGS of Stage 3: Design Iterations/Preliminary models

After analysing the place/site, students must design a housing space for a selected LEF.

It must consider the configuration of an *interior, semi-interior, semi-exterior and exterior spaces*, and the spatial and functional relations between them. The design must contemplate access and spatial relations with the surrounding area. This stage will be based on the configuration of physical models (1:200/1:100) and will be structured by at **five iterations**. Iterations are in the form of generic models (no details), only defined by volumetric conditions.

- *Iteration 1:* will focus on volume/vacuum and with surroundings.
- *Iteration 2:* will focus on surfaces/fenestration
- *Iteration 3:* will focus on functions and circulations
- *Iteration 4:* will focus on Interior-exterior/private-public
- *Iteration 5:* will focus on architectonic devices.

Each design iteration will be accompanied by drawings: layout diagrams of all levels and sections

IMPORTANT: Iteration models are ‘*work in-progress*’ models and thus, will be made with spare material, specifically, **packing cardboard** and **masking tape**.

This allows flexible working processes to take some surfaces 'in and out' as required under the revision work. This rationale also applies for drawing or any other type of graphic/visual representation.

Exhibition/Presentation 3: Each iteration will be presented, and design decisions will be justified. Apart from the three-dimensional model, iterations will be presented and explained through diagrams, texts, drawings, collages or any other form of bi-dimensional representation.

BRIEFINGS of Stage 4: *Final design proposal and presentation.*

The final model is the proposed house and its domestic spaces for a selected LEF. This will be based on previous iterations. Final models are subject to final evaluations and moderation by the committee. The final model reflects the learning outcomes and design skills for the required level.

Exhibition/Presentation 3: The final model will be presented in two and three-dimensional ways. Design decisions should be properly justified considering the proposed methodology (Observations/evidence, site analysis, iterations and revisions). The final model will be presented through three-dimensional modelling along with diagrams, texts, drawings, collages or any other form of bi-dimensional representation.

TOPIC STRUCTURE AND CONTENT

Week	Date	Event	Task/assignment
Week 1	Mon 4.3	12:00 All architecture meeting, rm 311 1:15 Design 3 staff pres. and studio ballot	
	Tue 5.3	Design 3 Studio classes commence	<ul style="list-style-type: none"> Introducing to studio/course outline What is a <i>Large Extended Family</i> (LEF)? (group of three)
	Fri 8.3	Student Presentation 1: What is a LEF?	<ul style="list-style-type: none"> Briefings for Observation exercise (groups of three)
Week 2	Tue 12.3	Revision of findings 1 4:00pm / Courtyard Housing (Robin Byron)	<ul style="list-style-type: none"> Feedback /Briefings for Observation exercise (groups of three) Briefings for site selection (individual)
	Fri 15.3	Revision of findings 2	
Week 3	Tue 19.3	Student Presentations/ site selection 4:00pm / xxxxxxxx	<ul style="list-style-type: none"> Feedback/briefings for iteration 1 (individual)
	Fri 22.3	Revision of iteration 1(site/volume/vacuums)	<ul style="list-style-type: none"> Feedback/briefings for iteration 2 (individual)
Week 4	Tue 26.3	Revision of iteration 2 (surfaces/fenestrations) 4:00pm / Home in the Law (Kathy Waghorn)	<ul style="list-style-type: none"> Feedback/briefings for iteration 3 (individual)
	Fri 29.3	Revision of iteration 3 (functions/circulations)	<ul style="list-style-type: none"> Feedback/briefings for iteration 4 (individual)
Week 5	Tue 2.4	Revision of iteration 4 (interior/exterior) 4:00pm / xxxxxxxx	<ul style="list-style-type: none"> Feedback/briefings for iteration 5 (individual)
	Fri 5.4	Presentation of iteration 5 (arch devices)	<ul style="list-style-type: none"> Feedback/briefings for Mid-semester presentations (individual)
Week 6	Tue 9.4	Design 3 Mid-semester crits	<ul style="list-style-type: none"> Mid-semester crits notes
	Fri 12.4	Revision of Mid-semester crits feedback	<ul style="list-style-type: none"> Introduction of work second half/briefings of 2D representations
MID-SEMESTER BREAK			
Week 7	Tue 30.4	Revision of design reps (2D diagrams) 4:00pm / xxxxxxxx	<ul style="list-style-type: none"> Feedback/briefings for 2D technical
	Fri 3.5	Revision of design rep (technical)	<ul style="list-style-type: none"> Feedback/briefings for 3D models
Week 8	Tue 7.5	Revision of design model and drawings	<ul style="list-style-type: none"> Feedback/briefings for 3D models
	Fri 10.5	Revision of design model and drawings	<ul style="list-style-type: none"> Feedback/briefings for 3D models
Week 9	Tue 14.5	Revision of design model and drawings 4:00pm / xxxxxxxx	<ul style="list-style-type: none"> Feedback/briefings for 3D models
	Fri 17.5	Revision of design model and drawings	<ul style="list-style-type: none"> Feedback/briefings for mock presentation
Week 10	Tue 21.5	Mock presentation 4:00pm / xxxxxxxx	<ul style="list-style-type: none"> Feedback of mock presentation /briefings for 3D models
	Fri 24.5	Revision of design model	<ul style="list-style-type: none"> Feedback/briefings for final pres
Week 11	Tue 28.5	Revision of design model and presentation	<ul style="list-style-type: none"> Feedback/briefings for final pres
	Fri 31.5	Revision of design model and presentation	<ul style="list-style-type: none"> Feedback/briefings for final pres
Week 12	Tue 4.6	Design 3 Final Studio Reviews	
	Fri 7.6		

RESOURCES

Papers (specific):

- BOCCAGNI, P. (2014). What's in a (migrant) house? Changing domestic spaces, the negotiation of belonging and home-making in Ecuadorian migration. *Housing, Theory and Society*, 31(3), 277-293.
- CARROLL, P., WITTEN, K., & KEARNS, R. (2011). Housing intensification in Auckland, New Zealand: Implications for children and families. *Housing Studies*, 26(03), 353-367.
- CHAPMAN, T. & HOCKEY, J. (1999). *Ideal Homes? Social change and domestic life*. Routledge. London, NY.
- GHOSH, S., & VALE, R. (2009). Typologies and basic descriptors of New Zealand residential urban forms. *Journal of Urban Design*, 14(4), 507-536.
- GRAY, J. (2017). *Domestic Mandala: architecture of lifeworlds in Nepal*. Routledge.
- MAHMUD, S. (2003). Women and the transformation of domestic spaces for income generation in Dhaka bustees. *Cities*, 20(5), 321-329.
- PERCIVAL, J. (2002). Domestic spaces: uses and meanings in the daily lives of older people. *Ageing & society*, 22(6), 729-749.
- SMITH, R. M., GASTON, K. J., WARREN, P. H., & THOMPSON, K. (2005). Urban domestic gardens (V): relationships between landcover composition, housing and landscape. *Landscape ecology*, 20(2), 235-253.
- TREADWELL, S. (2005) From the Margins of Architecture: An Account of Domesticity. In *New Dreamland; Writing New Zealand Architecture*, edited by Douglas Lloyd Jenkins, 285-97. Auckland: Godwit, Random House.

Websites (Mangere):

- HOUSING NEW ZEALAND (HNZ). Auckland Housing Programme large scale projects: <https://www.hnzc.co.nz/housing-developments-and-programmes/auckland-housing-programme/auckland-housing-programme-large-scale-projects/>
- HOUSING NEW ZEALAND (HNZ). Auckland Housing Programme by suburb: <https://www.hnzc.co.nz/housing-developments-and-programmes/auckland-housing-programme/auckland-housing-programme-by-suburb/>
- HOUSING NEW ZEALAND (HNZ): Auckland Housing Programme: <https://www.hnzc.co.nz/housing-developments-and-programmes/auckland-housing-programme/>
- MANGERE DEVELOPMENT: <https://mangeredevelopment.co.nz/>

Papers, Books (General):

- ARCHER, J. Architecture and Suburbia: From English Villa to American Dream House, 1690-2000. Minneapolis: University of Minnesota Press, 2005.
- DOUGLAS, M. (1991). The Idea of a Home: A Kind of Space. Social Research, 58 (1), 287-307.
- RILEY, T. (1999). The Un-Private House. Museum of Modern Art. NY
- RUBY, I., and RUBY, A., (eds). Creating the in-between, the Challenge of Suburbia. Architectural Design 74, no. 4 (2004): 5-7.
- TOWERS, G. (2005). An Introduction to urban housing design: at home in the city. Architectural Press. Oxford, MA. ISBN 0750659025.
- WAGHORN, K. (2009). Home invasion. Home Cultures, 6(3), 261-286.

Architects works and design concepts to revise:

- *Architects*: Charles Williard Moore, Ralph Erskine, Glenn Murcutt, Alejandro Aravena, Eduardo Souto de Moura, Frank Lloyd Right.
- *Design Concepts*: Co-Housing; Shared space; Communal living; Architecture and Disjunction; Structure of Events

REQUIRED PRODUCTION

Please refer to the Methodology and Briefings for Stages 1, 2, 3, and 4. Each Stage has its own requirements.

Plan and sections are required from stage 2 onwards.

Models are required from State 3 onwards.

A work book that documents the design iterations is required for the final presentation/examination.

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).

Formative feedback will be provided at the end of each Stage (1,2,3, 4).

LEARNING OUTCOMES

Pedagogical learnings:

- UNDERSTAND the notion of 'Large Extended Family' from an architectonic point of view and how it translates into housing and domestic space.
- RECOGNISE the different architectonic configurations and devices that facilitate the production and appropriation of domestic housing spaces.
- ANALYSE domestic housing spaces and their functions, and understand the spatial configurations that supports it, and how they inspire further design decision-making and architectonic solutions.
- APPLY design-based decision making in the configuration of housing and domestic spaces in determined site/area.
- DEMONSTRATE the ability to address a design problem in a particular site, based on an iteration methodology, and supported by diagramming and modelling techniques.

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:** This studio draws upon the notion of 'Large Extended Family' and the relationship between 'form and function'. The same applies for the notion of 'domestic', including tensions between planned and spontaneous activities. Conceptual approaches for the understanding of these notions will be taken from Tchumi's ideas of 'event' and 'disjunction', and Koolhaas notions of 'structure of events' inter alia.
- **Architectonics:** Recognise and propose the material condition of the proposed spaces and its structural requirements.
- **Performance:** Use physical models to document functionality and spatial relations.
- **Form and space:** Show an understanding of how the housing typology could influence or be challenged by alternative familial compositions in a determined context.
- **Media:** Work with physical and basic digital models to iterate a design proposition and compile, edit and craft a final folio that takes account of your semester's work.