

INTD 124D - PRINCIPLES OF HOUSE DESIGN

Seminar in Interior Design / David de la Peña

3 units / Fall 2006

COURSE DESCRIPTION AND SYLLABUS

Class meets Tuesdays & Thursdays 3:00 – 4:15 / Room: Eureka Hall 113

Office Hours: Tuesdays 4:15 - 5:15pm, Mariposa 2017

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DESCRIPTION

This class will explore the idea of “home” along with the feelings, images, and assumptions we attach to this word. We will trace the evolution of the home to the present. Designers and historians often focus on the house as a discrete object in open space, divorced from context. This course will challenge us to see the house and its interior spaces as inseparable from history, culture, and place. We will pay close attention to the socio-cultural aspects of housing, including race, gender, and class. We will also relate the house to its place within the city. Finally, we will systematically investigate housing types, exploring the many ways of living that we as designers encounter in practice.

CONDUCT

This class requires discussion. This means that your job in this course is to carefully read the materials, complete outside connection exercises when I give them to you, and arrive in class ready to produce the learning for that day. This is NOT A LECTURE CLASS. I will only rarely stand in front of you and tell you things to write down in your notes. The vast majority of the time in this course will be spent generating ideas through discussion with me and your peers. This means that the primary requirement in this course is engagement. I expect you to attend the majority of classes, come to class with the assignments completed, and participate respectfully in our group discussions.

ASSIGNMENTS

Assignments in this class are diverse. They will require you to use and develop a variety of skills: decoding the built environment, comparing and contrasting reading materials, analyzing case studies, and completing original research. These assignments reflect my belief that there is no one true history to learn. Instead, there are a variety of ways in which values and beliefs are embedded in our houses, which in turn shape our ideas about home.

In addition to the readings and discussions, you will prepare two presentations for the class. As in design practice, you will work together with your classmates on various projects and produce “deliverables.” It will be up to you to organize your time to complete these group projects. And, you will have to stand up in front of your peers and explain your ideas. This requires vulnerability. In appreciation of that vulnerability, part of the requirement in this class is respectful engagement with others’ ideas. I expect when peers are talking that they will have your undivided attention. I expect you to take your peers’ ideas seriously and to be respectful, even if you disagree with their opinions. My goal is to create in this room the best kind of synergy—the uniting of diverse energies for a common endeavor. In the process, I hope you learn something about the subject, and about yourself.

REQUIRED READINGS

1. Witold Rybczynski, *Home: A Short History of an Idea*, 1986
2. Dolores Hayden, *Building Suburbia: Green Fields and Urban Growth*, 2004
3. Christine Hunter, *Ranches, Rowhouses, and Railroad Flats*, 1999
4. D.J. Waldie, *Holy Land*, 1996
5. An ever-growing set of xeroxed articles, which will be placed online through WEB CT.

** Books will be available at the Hornet Bookstore, or may be ordered from Amazon.

ASSIGNMENTS

Your grade in the class will be based on two take-home written exams, one case study presentation, and a final group presentation. The exams will be based upon the readings and the discussions in class. You will be given a weekend to complete the midterm exam, and a week to complete the final exam. If you stay on top of things, attend class regularly, and check in with a classmate if you miss a class, you'll not be overwhelmed. I have designed these projects to create a constant, steady flow of work on your part. The bulk of work you do is in the form of regular reading and connections between the reading and the world as you observe it. If you fall behind in this class, you will not do well. All assignments are due at the beginning of class. Any assignment turned in after class has begun will be considered one day late. Each day, or part of a day, that an assignment is late is an automatic half-grade deduction. In-class presentations are due on the date scheduled. There is no make up for in-class presentations except in case of dire, documented emergency.

1. A case study presentation

To keep professional design within sight of our discussions, once during the term, each seminar participant will be responsible for a *ten minute* presentation to the seminar group about one of the following built projects. These presentations will take place at the beginning of class on Thursdays. These are well-known projects that should have multiple published sources about them in the library as well as online. Please see me for suggestions on where to look for sources.

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|------------|--|
| 1. Sept 21 | <i>Jefferson's Monticello</i> |
| 2. Sept 28 | <i>Andrew Jackson Downing</i> |
| 3. Oct 5 | <i>The Governor's Mansion, Sacramento</i> |
| 4. Oct 12 | <i>Sacramento Hotel Living</i> |
| 5. Oct. 19 | <i>Sears Mail-Order Homes</i> |
| 6. Oct. 26 | <i>Eichler Homes</i> |
| 7. Nov 2 | <i>Frank Lloyd Wright's Usonian Houses</i> |
| 8. Nov 9 | <i>Prefab Housing Today</i> |
| 9. Nov 16 | <i>Seaside, Florida</i> |

Your presentation will be brief, and therefore it must be carefully planned. You will be most effective by supplementing your oral presentation with a handout to the class. Such a handout should include a summary of the physical characteristics of the project(s), including square footage, number of rooms, technological innovations, materials used. A legible floor and site plan of the design as a whole should also be included, along with good-quality photographs. As with any academic or professional project, you must cite the sources you use in the presentation and handouts.

2. Final Presentation

The Final Presentation will be done in your established groups (1-9). By the end of week 7, your group will be expected to have settled upon a research topic, whose final product will include a visual, verbal, and written presentation of an existing housing project. The presentation must accomplish two things. It must address the readings we completed for the course. And it must apply the reading to an observed place.

Here's how it works: You will find a place that brings up issues we discussed in class. This might be a cohousing community, a senior housing complex, a public housing complex, a live-work building, etc. Then you will take two characters from the assigned readings for the semester. This might be an author of a book, such as Catherine Beecher or Paul Groth, or it might be a subject in the readings, such as Andrew Jackson Downing or Ray and Charles Eames. You will then analyze the project from these two characters' points of view.

The three parts:

1. Visual Analysis: you should prepare an analysis of the project on 22x34" boards. The number of boards is up to you but they should sufficiently describe the project, especially the

aspects of the project that pertain to your argument. Your group may also elect to put images together into a powerpoint presentation. You will submit to me a 50% copy of the boards (11x17) on the day of your presentation.

2. Verbal Presentation: you will all participate in the verbal presentation. This will last 20 minutes and will take place during the last two weeks of class. You may want to act out the two characters, or you may want to stage a debate. The more interactive you can make it the better. Be sure your presentation does not exceed 20 minutes, because I will cut you off if you go over. (Practice and time yourselves)
3. Written Assignment: separately, you will each write your own report. This should describe your analysis and the viewpoints of your chosen characters. It should also take a stand on the issue. Tell me your own opinion and back it up with evidence. The written portion should be no more than 5 pages, plus title page, footnotes, & bibliography.

The written portion should be formatted as follows:

Times New Roman font, 11 pt.

1" margins all sides

Double Spaced

Title Page containing your name, title, date, course #, my name, and group number

On the upper right hand corner of each page, except page one, write your last name and the page number.

Please footnote all academic work you submit, and include a bibliography for all texts that you consult. Use MLA or Chicago format.

GRADING

In-class participation		15%
Case-study presentation	15 min	10%
Midterm	essay	25%
Final presentation	20 min	25%
Final exam	essay	25%

Please note that class participation is a component of your grade. If you choose not to attend or not to participate in class, you will likely receive a course grade one letter lower than your written work. It's my experience that students who don't attend class don't get good grades. You are also expected to keep up with the reading. Falling behind generally creates confusion and uninspiring discussion. If you are here I will assume you are prepared and will call on you. If this poses a serious problem for you, it is your responsibility to talk with me about this policy outside of class. I reserve the right to give spot quizzes (as part of your participation grade) if I determine that many of you are consistently unprepared for class.

ACADEMIC HONESTY

And finally, the warning I hope none of you ignore: Academic Honesty is essential. Do not doubt that I will refer all cases of dishonesty (such as cheating, plagiarism) to the administration and give you an F on whatever assignment you've done. Plagiarism is defined as copying information from someone else and passing it off as your own work. (This includes websites.) There are no exceptions to this policy.

Presentation: Eichler Homes

Week 9 Modernism

- Oct 31 Austere Living
 Read: Rybczynski Ch 9 (p 195-215)
 Presentation: The Eames House
- Nov 2 Frank Lloyd Wright
 Read: 23-Wright
 Presentation: The Usonian House
 **** Midterm Study Questions given ****

COURSE SCHEDULE AND READINGS – PART II

Week 10 MIDTERM

- Nov 7 **Exam in Class**
 No Reading
- Nov 9 Trailer Parks & Airstreams
 Read: Hunter Ch 1-3, 24-Davis, 25-Jackson (p 50-67)
 Presentation: Prefab Today

Week 11 Housing Types

- Nov 14 Single Family Homes (& Gentrification)
 Read: Hunter 4, 26-Dwell Magazine article
- Nov 16 New Urbanism
 Read: Hayden, Ch 10 (p 201-229), 27-Calthorpe
 Presentation: Seaside

Week 12 Housing Types

- Nov 21 Rowhouses & Contemporary Dutch Design
 Read: Hunter 5
- Nov 23 No Class – Thanksgiving

Week 13 Housing Types

- Nov 28 Apartments
 Read: Hunter 6, 28-Davis
- Nov 30 Alternate Choices
 Read: Hunter 7, 29-Leavitt, 30-SacBee article

Week 14 Other Visions

- Dec 5 Student Presentations Groups 4-6
 Dec 7 Class Tour: Cohousing Community

Week 15 Presentations

- Dec 12 Student Presentations Groups 7-9
 Dec 14 Student Presentations Groups 1-3

**** Final Exam Assigned ****

Finals Week

- Dec 19 **** Final Exam Due at 5pm, location to be announced ****