

GE/ID 335: Sociocultural Aspects of Design

Inst.: Richard Bordner

Off. Hrs: MWF 11:30-2, TR 11:30-12:30 or by appointment (BehSci Bldg rm. 114)

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Required Texts: Hall, Edward 1966. The Hidden Dimension. NY: Anchor/Doubleday.

Miller, Daniel 2010. Stuff. NY: Polity.

Daniels, Inge 2010. The Japanese House. NY: Berg.

Bordner, Richard 2006. Thrum's Almanac and Annual 1875-1933. Honolulu: SRSC Press.

Available as e-book (you need volumes 1-2, 5-6) from Amazon.com in Kindle format.

You must join the Google Group for this class

Course Description: The purpose of this course is to provide students with a background in cross-cultural aspects of design and material culture. The main emphasis will be on the use of space and symbolism as forms of communication within a cultural and ritual context, often without the conscious understanding of the inhabitants. Areas of discussion will be: symbolic and cultural templates on residential layout; concepts of the home in different societies; geomantic/feng shui logic in exterior and interior layout in different cultures (specifically Hawai'i, Japan and China); and cultural aspects to interior design both in layout and furnishings. The major areas of regional emphasis from which examples will be taken from are the Americas (both pre-contact and Euroamerican), East Asia and the Pacific.

This course fulfills the requirements of a cross-listed course as ID 335.

The Marianist Values of Chaminade University, which we strive to incorporate into these classes:

- 1) Educate in formation of faith
- 2) Provide an integral quality education
- 3) Educate in family spirit
- 4) Educate for service, justice and peace
- 5) Educate for adaptation and change

As a course in the Behavioral Science program you will demonstrate the following:

- a growth in your understanding of the reciprocal relationships between the individual and the group (ethnic or society);
- a growth in your understanding of anthropological concepts and the appropriate use of the terminology.
- To increase your awareness of how pervasive cultural aspects of design, especially spatial and symbolic, are in most societies, including contemporary American society;
- To sensitize you to the need to accommodate cultural logic in design decisions;
- To develop a more comprehensive understanding of the basic logic underlying some geomantic systems and feng-shui principles and their application in design decisions;
- To enhance the ability to “read” symbols and icons, both physical and spatial, and be able to interpret their meaning.

As a course in the Interior Design program you will demonstrate the following:

- A growth in your understanding of different cultures (Standard 2: Global Perspective for Design);
- A growth in your understanding of the diversity of social and behavioral norms (Standard 3: Human Behavior);
- A growth in your understanding of the design process (Standard 4: Design Process);
- A growth in your understanding of how collaboration works (Standard 5: Collaboration);
- A growth in your understanding of the need to communicate effectively (Standard 6: Communication);

Course Learning Outcomes—by the end of the semester you will have demonstrated knowledge of the following:

- Perception, reality and theory of explanation in the behavioral sciences and geography
- Semiotic and architectonic analysis, ritual space and post-modern analysis
- Cultural diversity and symbolism in design—past and present
- American cultural landscapes and icons
- American artificial cultural landscapes-Waikiki, Disney and Las Vegas
- Cultural landscapes of Hawai`i 1000-2010
- Spatial & symbolic aspects of Asian societies--interior spatial use and ritual space
- Feng shui principles in Chinese interior space use and application
- Cross-cultural integration of design values and concepts

Grading:

- 1) Knowledge Competency Papers: There will be 2 papers in which you will have to display your understanding of the concepts and issues raised in the readings and class discussions. Each paper will be from 4-6 pages **and must show analysis, critical review and synthesis on your part**. These papers take the place of exams and must illustrate your comprehension of the class material, especially the readings. These will each count for 25% of the course grade (totaling 50% of the course grade).
- 2) Group Project Proposal: The group project will consist of a design problem in which a number of cultural factors must be applied. I will provide the scenario in the form of a proposal. The class will become several private consulting firms competing in a formal proposal for the client. Every individual must contribute a unique portion of the proposal and up to 3-4 pages of the final proposal. The final group proposal will be a minimum of 8 pages in length (text). It will be professional-level in grammar, spelling and presentation. The group(firm) gets a group grade. The winning proposal(s) will get full credit, those considered substandard in quality and detail will only get partial credit. The proposal will be reviewed both by the instructor and also by 1 or more external reviewers who are professionally involved in these areas. The Project counts for 30% of the course grade. We will cover the expectations and go over process in more detail during the semester.
- 3) Reaction Papers: There will be a series of reaction papers given during the semester in response to videos shown in class. Each paper should be from 1-2 pages long. The reaction papers will be worth 5% of the course grade.
- 4) Field Trips: You will be required to go on the Waikiki fieldtrip and write a short reaction paper based on the questions in the tour guide. This will count for 5% of the course grade.

- 5) Attendance/Participation: Attendance is mandatory (university policy). Your participation is critical to the entire group getting any utility out of this class. Summary discussions are handled in class lectures—the books are readings rather than textbooks, so you must read in advance and participate in discussions. Attendance and participation will count for 10% of the course grade.
- 6) Mobile Rules: Due to a recent problem with cell phones, the following rules are in place: 1) cell phones are off unless you have an emergency—let me know at the beginning of class; 2) text messaging is totally unacceptable in class—if you are caught, you are out of class for that day and listed as not attending.

Course Grades: Reaction Papers.....	50%(2)	A= 90-100	D= 60-69
Group Project.....	30%	B= 80-89	F= -60
Reaction Papers	5%	C= 70-79	
Field Trips	5%		
Attend/Participation	10%		

Catalog: Cross-cultural aspects of social space, both at the level of the community and within structures. Emphasis will be on the symbolic and contextual basis of design, especially in vernacular architecture.

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following:**

Dr. June Yasuhara, Counseling Center 808.735.4845

Jan. 12-16: MODULE I: Introduction the conceptual models

Perception, reality and theory of explanation in the behavioral sciences and geog.

Ass: Read Hall All, Thrum Readings I

Theory, space and perception: How geographers look at space, mental templates and forms of landscapes= cultural, physical, perceptual ritual and symbolic

The power and subliminals of culture, material culture, symbolism and icons / Hall's analysis, proxemics and kinesics / The power of culture to shape perception and reality
Concepts, theory & intimidating terminology: anthropology, communications and Venturi's Las Vegas (proxemics) / Semiotic and architectonic analysis, ritual space and post-modern analysis

Jan.19-30: MODULE II: Cultural/Ethnic Cultural Landscapes and Perception

Native American & Euroamerican cultural landscapes 1800-2003

American cultural landscapes and icons: the New England town, Main Street U.S.A., and the Wild West

Ass: Read Miller All, Thrum Readings II-III

Feb. 2-13: MODULE III: Modern American artificial cultural landscapes-Waikiki, Disney and Las Vegas

Concept of 'functionality' in modern American design as reflecting symbolism and ethnocentrism

Ass: Read Thrum Readings IV; Waialeale, Haleole xeroxes

Feb. 16-27: MODULE IV: Hawaiian cultural landscapes 1000-2000 a.d.

Community planning and geomancy in traditional Oceania

Ass: Daniels All

1st Synthesis Paper Assignment handed out

March 2-13: MODULE V: East Asian Cultural Landscapes and Geomantic Logic

Spatial & symbolic aspects of Asian societies—Chinese urban planning and feng shui
Feng shui implications in Chinese formal & vernacular architecture / Feng shui principles in Chinese interior space use and application / Japanese perception and the application of feng shui principles / Japanese interior spatial use and ritual space

Ass: Read Yap Part II-end: Assignment-work out your own feng shui chart

March 16-20: MODULE VI: Interior Icons—furniture and other pieces of material culture

The Victorian world (Ames article) and vanished ritual objects / Spatial concepts in past cultures / Interior space from proxemic & symbolic perspectives

Cultural, religious and moral logic in interior space / Ames analysis—the lawn as estate, dinner table as ritual stage

2nd Synthesis Paper handed out

March 23-27: SPRING BREAK

March 30-April 10: MODULE VII: Integrated Planning and Design

Planning and Development—history and trends / Planning in Hawai'i / Contemporary planning issues on O'ahu / Community planning issues—values in space / Integrating Euroamerican concepts of design with Oceanic values

April 13-May 1: MODULE VIII: Group Project

Practical application of theory—feng shui and clients / Group work—case studies / Group work—final formulation / Group work—final formulation/ summation

May 6: Group Project Paper due no later than 3:00pm my office—later projects will be collective 1 grade off per day.

YOU MUST ALSO submit a copy of your unique contribution to the group project.

T.G. Thrum's ANNUALS Readings for GE/ID 335

Readings I: Read from Vol. 2: I HALA AND ARCHAEOLOGY

Traditional Hawaiian society as viewed in the late 19th century:

- *1887: Hawaiian Poetical Names for Places, by C.M. Hyde 111
- *1905: On Hawaiian Duplicated Place Names, by T.G. Thrum(?) 120
- *1922: Wrestling with Place Names, by T.G. Thrum 124
- *1925: A Sea Island Land System, by J.M. Lydgate 126
- *1925: Hawaiian Land Terms, by T.G. Thrum(?) 130—note
complexity of terminology, compare to modern terms and usage—what do they tell you
about the traditional Hawaiian view of the land?
- 1928: The Paehumus of Heiaus Non-Sacred, by T.G. Thrum 134
- 1907: Heiaus and Heiau Sites Throughout the Hawaiian Islands: Island of Kauai; Island of Oahu; by
T.G. Thrum 143
- *1907: Tales From the Temples; Heiaus of Oahu; Heiaus of Kauai; by T.G. Thrum(?) 155
- *1926: Leahi Heiau (Temple): Papa-ena-ena, by T.G. Thrum 173—note the ritual
complexity

Readings II: Read from Vol. 1: RETROSPECTIVES, TRIVIA AND MARITIME

Pick one year from 1877-1898 and read the Retrospective for that year to get a sense of what was going—then read a second year from 1905-1932 and look at what has changed--how and why?

- *1932: History in Honolulu Streets, by C.J. Lyons 124
- *1882: Bits of Unwritten History, by H.L. Sheldon 128

Readings III: From Vol. 5: HAWAII-NEI: 1898-1910

- *1899: Honolulu in 1853, by W. Goodale and T.G. Thrum 42—try to compare to
the Honolulu you know
- *1904: Streets of Honolulu in the Early Forties, by G.D. Gilman 106—as with the earlier
article, compare to modern Honolulu
- *1906: Extracts from an Ancient Log, by T.G. Thrum 144—note the
interesting social and geographical relationships and how Honolulu becomes dominant
- 1907: Lahaina in Early Days, by G.D. Gilman 162—compare this to
the modern image of Lahaina/Maui
- *1908: An Early Ascent of Maunaloa, A. Menzies and British Museum 170—one of the best
early accounts of Hawaii at the initial stage of contact, 2nd part below

Readings IV: From Vol. 6: HAWAII-NEI: 1911-1920

- *1913: The King's Daughter's Home, by T.G. Thrum(?) 82—where was this,
what's there now?
- *1914: In and Around Honolulu, by T.G. Thrum(?) 88—note changes from
earlier articles

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Excerpt from :