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.
Bordner, Richard 2006. Thrum's Almanac and Annual 1875-1933. Honolulu: SRSC Press.
    Available as e-book (you need volumes 1, 2 and 5) from Amazon.com in Kindle format.
Recommended Text: Daniels, Inge 2010. The Japanese House. NY: Berg.

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 either GE 335 or 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

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

GRADING:
- COMPETENCY MEASURES:
  - There are 2 competency measures in this course
  - The measures are essay format
  - They are take-home
  - Each measure will be from 4-6 pages **and must show analysis, critical review and synthesis on your part, and include appropriate citations, especially from the course reading materials**
  - Each measure counts for 20% of the course grade (40% of the course grade total).
- GROUP PROJECT PROPOSAL:
  - The group project will consist of a design problem in which a number of social factors must be applied.
  - I will provide the scenario in the form of a proposal.
  - You will form a group [as a consulting firm] that will compete via a formal proposal to the client.
  - **Groups will be from 2-4 members**
  - Every team member must contribute a specific portion of the design input for 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 suitable for submission to professionals in design and architecture
  - **The group gets a group grade**
  - Each individual will submit a separate e-text copy of the unique material they contributed to the proposal
  - This is a win/lose project. Teams that submit professional, creative and sophisticated proposals that address the RFP 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
  - The Project counts for 20% of the course grade
- CLASS PRESENTATION:
  - You must do 1 class presentation
  - You work as a team of 2 [so pick a partner]
  - You will present on a specific aspect of the course material, using examples from a specific group or region as illustrations
  - Presentation will be based on Powerpoint or some other media/public display (your choice) and take 10-15 minutes
  - It must include: 1) the description of key concepts and how they are operationalized; 2) examples of application; 3) potential future value of the concepts
  - The material must be submitted in electronic format at least 1 week prior to the class presentation
  - Presentation will be worth 20% of the course grade
- LEARNING ASSESSMENT ASSIGNMENTS:
  - I am changing a number of components of the course, specifically geared towards enhancing your ability to learn and self-regulate. I can guide you, but no one can make you learn—it's a cooperative venture.
  - There will be various tasks during the semester directed at learning, both readings and tasks. You will be graded on the completion of the assigned tasks.
  - Learning Assignments count for 5% of your course grade.
- REACTION PAPERS:

- There will be a number of reaction papers during the semester
- Each reaction should be from 1-2 pages long
- The cumulative reaction papers will be worth 5% of the course grade.
- WAIKIKI FIELD TRIP:
  - You will be required to go on the Waikiki Field Trip
  - You must write a short reaction paper on your adventure, based on the questions provided
  - This will count for 5% of the course grade.
- CLASS PARTICIPATION-ATTENDANCE:
  - Class attendance is mandatory (university policy).
  - This class will much more effective and much more interesting if you participate.
  - Participation and attendance counts for 5% of the course grade.
- ELECTRONICS RULES:
  - Computers-tablets used to take notes in class are encouraged
  - Social Media is addictive, so:
    - 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…….. 40%(2)   A= 90-100   D= 60-69
Group Project……….. 25%   B= 80-89   F= -60
Reaction Papers ………5%   C= 70-79
Presentation ………….20%
Learning Assign……… 5%
Waikiki Field Trip.. .… 5%
Attend/Participation …. 5%

MODULE	DATES	TOPICS COVERED	ASSIGNMENTS
I	Jan. 17-20	Theories-Methods-Concepts	Complete Pwrpoint Modules / Read Hall (all); Thrum Reading Set 1
II	Jan. 23-Feb. 3	Euro-American Cultural Landscapes	Thrum Reading Set 2-3
III	Feb. 6-17	Contemporary American Cultural Landscapes	Read Miller (all); Google Folder-Hawaiian articles
IV	Feb. 20-March 3	Hawaiian Cultural Landscapes past-present	**Competency Measure 1**
V	March 6-10	East Asian Cultural Landscapes-Geomancy-Symbolism	Read Google Folder - Asian articles
VI	March 13-31	Symbolism in Built Objects and Spatial Arrangements	**Competency Measure 2**
VII	April 3-14	Integrating Planning and Social Design	Read Google Folder-Kaka'ako articles
VIII	April 17-May 5	Group Project and Proposal Development	**Proposal DUE May 5, 3pm (hard copy)**

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:

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?

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

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.

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Research Design And Counseling
Heppner, Kivlighan, and Wampold

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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.

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Research Method In Social Relations
Kidder

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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.

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Methods In Behavioral Research; Cozby

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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 :