

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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Website: <https://anthgeog.wordpress.com/>

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

Marcus, Clare 2006. House as a Mirror of Self. NY: Nicolas-Hays.

Miller, Daniel 2010. Stuff. NY: Polity.

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

Available as e-books (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**

**Skill Competencies you must have to take the course:**

- You must join the Canvas Group to receive course materials

**Course Grading:**

### **GRADING:**

- **COMPETENCY EXERCISES:** You will complete a competency exercise for each class module [see schedule].
  - Each exercise will consist of a minimum of 6 paragraphs in a specific format [see below]
  - Each exercise is due within a week of that module being covered in class

- The exercises count for 50% of your course grade;
- 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
- PRESENTATION/BLOG POST:
  - You do this by yourself [solo]—NO GROUP WORK
  - Presentation/blog will be based a specific concept or topic from the course materials
  - You will develop the presentation for future classmates
  - Your presentation will be based on Powerpoint, blog post or website (your choice) and cover the topic in detail. The goal will be to further educate next term's students. Estimate 4-5 Powerpoint slides or 4-5 paragraph blog post as a normal presentation.
  - It must include: 1) clarification of any technical terms and explanation; 2) examples that clarify the question; 3) one or two final thoughts that show the importance of the issue.
  - A short abstract (hardcopy) must be submitted by the time of completion
  - The Presentation will be worth 10% 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:
  - You will write a number of reaction papers
  - These will be on questions posed in class, usually related to videos
  - You will not be graded on grammar

- They will be from 1-2 pages in length
- Reaction Papers count for 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.
- ATTENDANCE:
  - Attendance is mandatory in all CUH courses
  - Attendance counts for 5% of your course grade
- ELECTRONICS RULES:
  - Computers-tablets used to take notes in class are encouraged
  - If you abuse this by trying to multi-task either with social media or working on material for other courses, you will lose the privilege for the rest of the semester
  - Smartphones are not acceptable as classroom devices, so they must be off;
  - Breaking these rules will result in you being thrown out of class for that day and listed as not attending.

Competency Exercises.....	50%	A= 90-100	D= 60-69
Blog-Presentation.....	10%	B= 80-89	F= -60
Reaction Papers.....	5%	C= 70-79	
Group Project.....	20%		
Attendance.....	5%		
Learning Assignments.....	5%		
Waikiki Field Trip...	5%		

**THERE IS NO POSSIBILITY OF EXTRA-CREDIT WORK IN THIS CLASS**

### **COMPETENCY EXERCISE TEMPLATE 1/18**

#### **CE FORMAT:**

4 Parts:

- 1) Concept or topic covered—specify and define [1 PARAGRAPH]
- 2) Put into a context—what is it's importance w/in course material [1 PARAGRAPH]
- 3) Go into detail on 1-2 specific aspects of the concept/topic NOT covered in the class materials—but your course READINGS CAN BE USED [so for example you could relate the class materials to the same concept/topic as it's presented in one of the assigned readings][3-4 PARAGRAPHS]
- 4) Discuss the utility and/or importance of the concept/topic outside of the class [1-2 PARAGRAPHS]
- 5) Citations at end of paper [APA format preferred]

#### **RULES:**

PARAGRAPH= defined as having 2 or more sentences; maximum should be less than one page.

CITATIONS= You must show where you got your material from. You MUST support your material with citations.

**WAYS TO LOSE POINTS:**

**1 Use internet/generic definition rather than discipline [course] specific definition= 1 grade down**

Logic= If you can't remember that the course is within a discipline, which has specific definitions attached to terms, then you're not engaging in the class. Also if you forget this rule, you need to be reminded to focus on task.

**2 Merely repeating class [powerpoint/talks] materials= 1 grade down minimum**

Logic= If you can't be organized time-wise to look for outside sources, then you're not completing the assignment—you're merely repeating my materials back to me.

**3 Opinion-Only Writing= If your writing only shows your opinion on the concept/topic; no citations= 1 grade down minimum**

Logic= No one really cares about opinions—they want proof to back up your assertions/analyses so that you are more convincing. If you really need to vent, that's what social media is for.

**4 Working on exercises with others= minimum 1 grade down**

Logic= Sharing material means either you're putting in ½ the effort, or, more likely, one member is doing all the work and the other are entertaining (hopefully) parasites.

**5 Bogus citations/sources= 1 grade down minimum**

Logic= If you only pull your sources from the immediate [Wikipedia-only for example] then just as with the generic definition, you're not engaging with the material and showing any effort to process the class materials.

<b>MODULE</b>	<b>DATES</b>	<b>TOPICS COVERED</b>	<b>ASSIGNMENTS</b>
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	Read Marcus (all)
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	
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	<b>Proposal DUE May 4, 3pm (hard copy/e-copy)</b>

## **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 19<sup>th</sup> 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, 2<sup>nd</sup> part below

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- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **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 :