THE HUMAN CONTEXT OF DESIGN

Course Architecture 440/540 (CRN 20630/20723)
Term Winter 2020
Instructors Siobhan Rockcastle & Jenny Young with Graduate Educators: Clay Adams, Pamanee Chaiwat, and Stephen Feinberg
Credits 4
Time Tuesday/Thursday 10:00-11:20 am
Location Chapman 220

440 Sections
Tuesday 6:00-7:20 pm (CRN 20631 –), RM LA 278
Tuesday 3:00-4:20 pm, (CRN 20635 –), RM LA 286
Wednesday 8:30-9:50 am (CRN 20632 –), RM LA 286
Thursday 6:00-7:20 pm (CRN 20633 –), RM LA 278
Friday 10:00-11:20 am (CRN 20634 –), RM LA 286

540 Sections
Tuesday 2:00-3:20 pm (CRN 20724 –), RM LA 206
Thursday 8:30-9:50 am (CRN 20726 –), RM LA 278
Friday 8:30-9:50 am (CRN 20725 –), LA 278

IDEO Human Centered Design Tool Kit [https://www.ideo.com/post/design-kit](https://www.ideo.com/post/design-kit)

COURSE OBJECTIVES. This course is about the buildings and landscapes of our built environment: why we build them, how they enhance our lives, how they don't, and how we can make them better. The goal of this course is for students to develop an understanding of how human interactions with the built environment play a critical role in design, looking at design through the eyes of diverse users. The course content focuses on environment-behavior concepts and also on critical analysis and application of these concepts by designers. Examination of case studies of functional building types will be used as a means to understand psychological, social, cultural, and functional expectations that people have for the places that they inhabit. A portion of the course will introduce students to research tools to analyze how people use places and to implement what they learn in design proposals.

PREREQUISITES. Undergraduate majors must have completed ARCH 283, 284 and 383 design studios. Graduate Students must have completed ARCH 680 and 681 studios or their equivalent.

COURSE ASSIGNMENTS. The course is composed of lectures, discussion groups, writing reflections, and projects. Student must attend the biweekly lectures to develop a foundation that they will refine with discourse and projects. The main project for graduate students is a formal post occupancy study to be completed in pairs of two on a local project (a list of acceptable facilities will be provided in section). The main project for undergraduate students is a case study analysis of a built-place of choice - a building, park, street, or other element of the environment; it may be their studio projects. In teams of two to three, students will conduct detailed analyses of
the settings and their occupants and based on this research, recommend improvements in the form of design patterns. Section meetings have in-class exercises or project related discussions. These are intended as vehicles to deepen understandings of the principles and methods presented in lectures and readings; for section meetings 2, 3, 4, 6, 7 and 8, students will write reading responses. The midterm and final exams cover both lectures and readings. These exams cannot be taken “late” except by pre-authorization from the instructor. Please note that all work for this course must be completed during this quarter. It is University policy that an Incomplete is an instructor-initiated grade, given under special circumstances and only by prior arrangement with the instructor. Students should take advantage of the media coaches to become proficient in InDesign and Photoshop as required to complete the course assignments.

Meeting NAAB Student Performance Criteria (SPC). As a required course, The Human Context of Design meets the following National Architectural Accrediting Board Student Performance Criteria.

- **A.1 Professional Communication Skills:** *Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.* This SPC is met through student presentations during sections and for the final project.
- **A.2 Design Thinking Skills:** *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.* This SPC is met through the student project research, lectures, and readings.
- **A.3 Investigative Skills:** *Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.* This SPC is met through the student project research, lectures, and readings.
- **A.6 Use of Precedents:** *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.* This SPC is met through the student project research, lectures, and readings.
- **A.7 History and Global Culture:** *Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.* This SPC is largely met through the lecture on Design for Global Cultures, the associated readings and discussion in sections, and exam questions.
- **A.8 Cultural Diversity and Social Equity:** *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.* This SPC is met through lectures on universal access and environment and behavior concepts, their associated readings and discussions in section, and exam questions.

**Instructors**

**SIOBHAN** Rockcastle, PhD  
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Office hours by appointment

**JENNY** Young, RA  
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**Graduate Educators**

**CLAY** Adams, Doctoral Candidate  
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**PAMANEER** Chaiwat, Doctoral Candidate  
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**STEPHEN** Feinberg, March Candidate  
sfeinber@uoregon.edu

Graduate Educators’ office hours are by appointment. Graduate Educators will conduct discussion sessions under the direct supervision of the faculty instructor. These sessions will be conducted according to protocols that have been approved by the instructor and that are common to all sections of the course. The instructor will meet with them on a weekly basis, to coordinate material and ensure that sections are being run consistently and according to the instructor’s specifications.
Sections

All students are required to enroll and attend a section. The sections provide opportunities to discuss the readings and assignments and review student work.

Grading Breakdown

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<tbody>
<tr>
<td>What they were thinking</td>
<td>5 %</td>
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<tr>
<td>Participation/Reading responses</td>
<td>15 %</td>
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<tr>
<td>Midterm</td>
<td>15 %</td>
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<tr>
<td>Final</td>
<td>15 %</td>
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<tr>
<td>Projects</td>
<td>50 %</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 %</strong></td>
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FOR UNDERGRADUATES: Case Study of a Place (100 pts)
- Due Week 3: Literature Search (10 pts)
- Due Week 4: Traces (10 pts)
- Due Week 5: Behavior Observation (10 pts)
- Due Week 6: Interviews (10 pts)
- Due Week 7: Annotated Plans (10 pts)
- Due Week 8: Pattern Critique (10 pts)
- Due Week 9: Pattern Making/Poster (10 & 10 pts)
- Due Week 10: Final Report (20 pts)

FOR GRADUATES: Post-occupancy Study (100 pts)
- Due Week 3: Best Practices/History (10 pts)
- Due Week 4: Building Site Analysis/B.O. (20 pts)
- Due Week 5: Focus Groups (10 pts)
- Due Week 6: Interviews (10 pts)
- Due Week 7: Annotated Plans (10 pts)
- Due Week 8: Web Survey (10 pts)
- Due Week 9: Research Poster (10 pts)
- Due Week 10: Final Report (20 pts)

Grading Policies

Grades will be based on the quality, accuracy, timeliness, and completeness of the work. The course can be taken for a grade or as pass/no pass. Passing requires a C- for undergraduates and a B- for graduate students. Late assignments will receive a 10% deduction each day they are late. Students need to stay on track with the course schedule. Attendance in class and sections is mandatory. Failure to attend will result in the lowering of the final grade. Graduate students have additional assigned readings, a citation follow-up and evaluation, and a required take-home essay to supplement the final exam.

The professors will have ultimate responsibility for determining and entering grades. GE’s will work under clear criteria determined by the professors for each assignment. Professors will regularly monitor the grading activities of GE’s with respect to accuracy and fairness. Graduate students have the option of having their work graded solely by the professors.

Extra Credit

Extra credit can be earned by attending preauthorized lectures or community design events as notified by your instructors. To earn extra credit, students need to write a two-page review that connects the ideas of the lecture or event to the course content. Each review will be worth 1 point. A maximum of 5 points can be earned.

Textbooks

This class has four required textbooks, that are available at the UO Bookstore and are also on reserve in the AAA library. Additional readings and grad readings will be posted on canvas.

2. *Inquiry by Design*, John Zeisel, WW Norton, 2006
   (Architecture Registration Exam Required) (You may download or buy an earlier version)

Iclickers

Please register your iclicker on CANVAS by the second lecture. Iclickers are available at the bookstore.

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Reading Responses
Six reading responses are due, one each for weeks 2, 3, 4, 6, 7 and 8, and must be submitted on CANVAS by 8pm on Sunday. These responses/reflections (one-two page) are not simply summaries of the articles or lectures but include each student’s own perspective, what was unique or valuable, and concerns the student might have with the application in practice. No late submissions will be accepted. **RESPONSES MAY NOT BE SOLELY ABOUT A PATTERN.**

**FOR UNDERGRADUATES:**
Demonstrate careful reading, synthesize what you learned, and apply those lessons to a relevant, everyday experience. The best responses have personal stories tied to the reading/lecture material.

**FOR GRADUATES:**
These are formal responses, not journal entries, and need to include one additional topical article. Responses should show a connection between theoretical concepts and the profession.

Film EXTRA CREDIT
Students can watch and write a reflection on one of the films listed below for EXTRA CREDIT. Reflections (one to two pages) will consider form and content of the film vis-à-vis the wide range of themes covered during the course. They should include a description of the film and an interpretation of the design issues it raises. Highlight and discuss the themes that are relevant to design choices and principles. When possible, they should convey each student’s point of view of the design discipline and its current development as discussed during the course. Graduate students are especially requested to express and argue a personal standing on one or more issues treated during the course and recalled by the film. All film extra credit must be submitted on canvas by 5pm on the Monday of Finals Week.

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<tr>
<th>Film List</th>
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<tr>
<td>Running Fence (VIDEO 6703)</td>
<td>Blue Vinyl (VIDEO 6683)</td>
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<td>The Truman Show (Available on DVD)</td>
<td>Pleasantville (Available on DVD)</td>
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<td>The Lake House (Available on DVD)</td>
<td>Kitchen Stories (Available on DVD)</td>
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<td>My Architect (Available on DVD)</td>
<td>7-Up Series (Available on DVD)</td>
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<td>Kinsey (Available on DVD)</td>
<td>Babies (available on DVD)</td>
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<td>Citizen Architect</td>
<td>The Human Planet (series)</td>
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<td>Temple Grandin</td>
<td>Pruitt-Igoe (available on YOUTUBE)</td>
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<td>Columbus (2017 release)</td>
<td>My Father the Genius</td>
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<td>TELOS: The Fantastic World of Eugene Tussi</td>
<td>Human Flow</td>
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**Affirmation of Community Standards** (http://policies.uoregon.edu/ch1affirmation.html):
The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. . . . A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. . . .”

**Academic Honesty**
All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any of this, please consult the professors.

**Disability**
“The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify the instructors as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabrv@uoregon.edu” If a student has a documented disability and anticipates needing accommodations in this course, please make arrangements to meet with the instructor in the first week of the term. Please request that the Counselor for Students with Disabilities send a letter verifying the disability.