

Project 1: Design for Diversity: Democratic Design



Living in Poverty: near Lima, Peru



Living in Poverty: Monrovia, Liberia



Living in Poverty: Rural Eritrea



Living in Poverty: Rural Haiti



Living in Poverty: the desert of Rajasthan, India



Living in Poverty: Syrian Refugees in Lebanon

Democratic design elevates the common person by supplying design solutions based on respect, safety, health, and natural labor and resources. This project enables you to learn how to research people, identify what you can design to help their lifestyle, and with experimentation – provide creative design for them.

The project requires you to research the people and their lifestyles which are based on geographic, political, social, environmental, cultural, and economic conditions. Then you will identify specific needs and develop innovative and realistic design solutions to create environments that are respectful and sustainable (able to be continued).

Learn about the importance of design for people that have very different lives compared to you. Celebrate their uniqueness and understand their similarities to your culture. These people live with meager possessions, little formal education, and without the basic utilities we take for granted. Some have maintained traditional lifestyles practiced for generations and some are trapped within poverty conditions without government support. Realize that they deserve the opportunity to improve their lives and you can help through your design solutions.

The first phase of the project, programming, will be done within a 2 person design team for each location. The second phase of the project, conceptual design, will be done individually with evaluation help from your classmates. The final results will be a factual and creative report on the people and their lifestyles and design solutions that will help them.

Class discussions, readings, and handouts will help you to explore and complete each phase. Images of past projects will be shown in class; these are not to be considered as the best solutions or visualizations; just examples of student work for different cultures, lifestyles and environments. Additional reading may be assigned, and suggestions are welcomed.

An exciting collaboration will promote a deeper understanding. On Aug. 30, members of the First Presbyterian Church will share their experiences of being in Haiti helping to construct buildings. Prepare to discuss how social, political, economic and health issues affect how people build and inhabit homes and how their lives would be enriched through better living conditions. Have at least 3-4 questions ready.

Process: Programming, Design Direction, Conceptual Design.

1. Programming Research and Creative Visualization Presentation -

Reading for discussion

- *Interior Design Illustrated*, Programming and Activity Relationships, 59-63
- *Interior Design Reference Manual*, 6th edition, by David Ballast. "Chapter 4 Programming." Digital Handout.
- "Maslow's hierarchy of needs." *Wikipedia*. Wikipedia, 19 Jun 2013. Web. 24 Aug 2013. http://en.wikipedia.org/wiki/Maslow's_hierarchy_of_needs The introduction and the first section titled "Hierarchy"
- *The Interior Plan: Concepts and Exercises* by Roberto Rengel (course textbook). Basic Human Needs, Pages 28-29

Research

- Each team member must share the responsibilities of preparation/research, documentation and presentation.
- Research the location, culture, and life style possibilities of the assigned culture/tribe/people within that area. Supply in-depth yet concise information on the Research Topics below. Some info will overlap –clearly indicate topics on your final presentation for each topic. Discuss environmental psychology/cultural influences.
- Keep your references in MLA format and turn in your Works Cited list.
- Use photos/images, labeling, and state your findings in concise statements. Be thorough – and to the point.
- Consider a wide variety of images to support your findings: around 30 – 40.
- Make a model of an existing home.
- Develop a creative visualization of your research based on a concept. The information within should be organized in a logical sequence, arranged for clarity and visual impact, and have a composition with a hierarchy of information.
- Describe your findings using the creative visualization to your classmates (10 minutes plus questions)

Research Topics

- a. who they are, profile a family - names, ages, photos
- b. what they do and how they do it (adults' and children's regular activities, food, work, school, play)
- c. social issues and activities
- d. political/governmental issues
- e. economic issues
- f. existing health issues
- g. religious and cultural beliefs
 - *Have research content on A-G for discussion on Sept. 1, and a file on works cited.*
- h. what they have - inventory of belongings, lifestyle processes, storage
- i. what they need for a better life based on your findings (minimum of 9 – material possessions, processes)
- j. what resources are available or could be obtained
 - *Have research content and images on H-I for discussion, and continue adding works cited.*
- k. what aesthetic is expected/desired

- l. where they live, location and existing conditions, including
 - maps showing where the geographic location
 - images of their housing and conditions
 - photos and a plan view sketch of a typical existing dwelling showing the basic interior plan, include dimensions/sizes, label materials and building techniques, and note where living activities take place both in the interior and exterior.
 - a model of the building featured above, in 1/2"= 1'-0" scale, and include people that represent the family to indicate the scale.
- m. what the structure provide - interior elements and environmental factors
- n. what sustainable design issues exist and/or are needed
 - *Have research content and images on each, except for model, for discussion on, Add more if needed to be thorough. Much of it will be explained – it's summarized in your written statements.*
 - *Complete model*
 - *Have the majority of your statements composed and ready, and your image ready to print for the beginning of class,*

2. Essay Component: Students will complete a formal essay of research work already presents. Components of the essay are as follow:

- a. Each student shall complete a project "Abstract"—an indepth summary on the Their teams targeted missionary project.
 - Review research topic issues to help you summarize your research presentation.
 - Students should organize points of summary in an organized and logical format.
 - Abstact's should not exceed more than one page in lenght.
- b. Each student shall completea full boddied essay reflecting the categories of your research topic. Be sure to include the following:
 - Introduction—explains the purpose of the project as it was revealed to you during the research proess.
 - Main body— Clearly organize research information. It is not necessary to follow the format that the project assignment has layed out. Be sure to focus on the the most important aspects of your research, and if there are aspects of the assignment that are not really relevant it should be noted. *(i.e. Aesthetics, either expected or desired is not something that is considered relevant to this community. The simple aspect of surviving on a day to day basis tends to overwhelmed their existence...)* Something like this lets me know that you considered it in your research and rendered it not relevant.
 - Conclusion— This part should lead into the next part of this project (3). It should reveal the 3 topics for conceptual design development.
 - Note, that you may add images to help explain your research, but should not overwhelm the essay.
 - Essay to be written using the MLA seveth edition or newer citing standards (In text citations referenmcng bibliography or Work Cited References).
 - Essays are to be double spaced with12pt Ariel Font.
- c. Essay component is due prior to final presentation.

PowerPoint Presentation

3. Design Direction and Programmatic Concepts - Individual Work.

Review your program and the existing conditions, and select **(3)** topics for conceptual design development
 2examples: clean and safe cooking, personal hygiene, children's play area, privacy for parents. For each, develop a programmatic concept statement.

- Goals of the Client – Family for the design
- Select programmatic concepts and concepts of accommodation to apply to your topic
- The final statements are to be included with your conceptual design solutions.

Reading for discussion

- *The Interior Plan: Concepts and Exercises* by Roberto Rengel (course textbook). Concepts of Accommodation Pages 4-5
- *Interior Design Reference Manual*, 6th edition, by David Ballast. Chapter 1 Developing Design Concepts and Chapter 4 Programming – Programmatic Concepts, p4-4 through 4-6. Digital handouts

4. Design and Presentation – Individual Work. Sept.

- Develop a minimum of **1** solutions for each of the **3 topics**.
- Sketch and portray each to scale and for easy understanding, label and add explanation.
- Add photo images to help clarify your ideas. Indicate your concepts.
- Put the 3 solutions for a topic on one sheet or on the same size sheets – be organized.

During a peer review and critique, your classmates will decide the best solution for each topic. Then those will be further developed for the final solutions.

Individual Presentations.

- For the final presentation, develop your sketching and the portrayal of your solution for each of the 3 topics.
 - Sketches are to be your best work, add shading and color if possible.
 - Add images if needed to help explain your solutions.
 - Label features and materials.
 - Add a short statement (1 sentence or so) stating your programmatic concept and how your design supports it.
 - Lay-out your drawing and information in an organized format that complements your programming presentation.
- Present your solutions: explain the need established in your programming, the concepts and the solutions as appropriate responses to the need and concepts.
- This is a formal presentation. Organize your verbal presentation with an introduction, a body and a closing, and rehearse facing your audience while referring to drawings hung on a wall. You need to face your audience for them to hear you. Be enthusiastic – it's contagious!

Evaluation

Students will be evaluated individually on all project components.

10% Time management, teamwork.

40% Depth and breadth of exploration to identify client, context, structure. Demonstrated understanding of culture and design needs.

20% Responsive, realistic, and creative design that responds to programming and concept statements.

20% Graphic skills – clarity of presentations, images, and drawings: descriptive line weights, shapes, shading and accurate scale, labeling, organization, hierarchy of information. Creativity in presentation concept = relationship to culture.

10% Verbal presentations – professional, organized, articulate, use of design terminology and integration of images.