

DOMESTIC REVOLUTION

4.024 Architecture Design Studio II

Units: 0-12-12

TRF 1-5 (7-434)

Instructor:

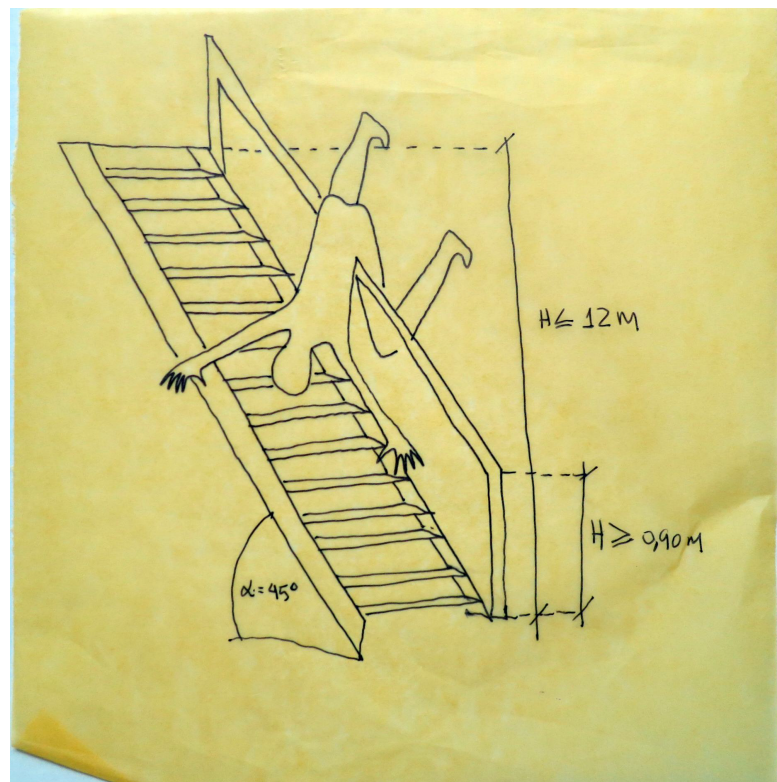
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The revolution starts at home. The single-family dwelling is an architectural type that dictates and commodifies societal norms: nuclear families, gender binaries, heteronormativity, etc. Our lived and imagined realities expand far beyond these structures. How might architecture collaborate with or support existing, imagined, even radical forms of social cooperation and collectivity?

In this studio we will reconsider the “home” as catalyst and stabilizer for alternative ways of living and belonging. Personal knowledge is centered as the starting point: the semester will begin with an extended precedent and research study prompted by each student’s own experience. We will work iteratively and carefully through architectural drawing and modeling, paying attention to the dual development of ideas and craft through representation and presentation. In the latter portion of the semester, students will develop individual projects with an interrelated social and spatial structure as a proposal for a non-normative model of domesticity.



Raquel Santana de Moraes, *Disturbing Neufert VII*, 2013

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Framework and Studio Culture

Think of this studio as a place we enter and create together. We will slow things down and look until we “forget the name” of the things we are looking at and exercise the *use of time* to think together and participate in a shared exploratory process that ends in an assemblage of individual projects in dialogue. Listening and making collective agreements will be important to this process. To facilitate this, each student is asked to come to studio always with a notebook and writing instrument to record details, ideas, and notes from our meetings. Weekly, we will work together to adjust exercises and set goals for the process of the studio.

This studio is organized into three acts:

Act I: Represent (draw between memory and convention)

In which students are asked to recall and draw domestic fragments (lived in, observed, heard about, imagined), starting with the speculative and redrawn under various ‘standards’ both to control and antagonize expectations.

Act II: Assemble (stitch the pieces together)

In which students begin to combine the fragments from Act I into new organizations, designing the space between them as a gesture of connection, infill, and spatial/tectonic development.

Act III: Host (accommodate new social structures through form)

In which students consider site, program, and inhabitants of a new spatial network that evolves week by week to foster new domestic arrangements and their contingent requirements.



Dick Urban Vestbro and Lisa Horelli, 2012: "The sketch shows, how 40 households can get access to a central kitchen, a common dining room cum assembly hall, a laundry, a TV room, a workshop, a children's play room, a library and other common spaces by abstaining from only ten per cent of normal space standards in private apartments (Source: Berg et al, 1982).

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This course is based on the studio method, where students work independently to develop their thinking and making under the specific challenges and provocations of a studio critic. The goal of criticism is to both recognize and clarify the qualities, struggles, and elements at work in a student's process or project, and to assist in defining ways to strengthen or direct the work. It is encouraged that everyone practices criticism constructively. The studio method and the method of critique are meant to guide the student in developing tools for working independently on design, to court their own ideas and develop a robust process for making, while producing critical distance from their own work. To that end, it is encouraged that students take the time to discuss their work with each other in the studio.

The studio is a dynamic place of exchange. Ideally, it is a place for deep, reflective, meaningful, and at times, heated debate. Be aware of which voices are being heard, and when to make space so more voices can be heard. A reminder to all to work together to actively construct and maintain the studio as a space of mutual respect: "A place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of [sex](#), [race/ethnicity](#), [sexual orientation](#), [gender identity](#) or [expression](#), [cultural background](#), age, or [physical](#) or [mental ability](#); a place where the rules guard each person's [self-respect](#) and [dignity](#) and strongly encourage everyone to [respect](#) others."¹

Format

Class will meet three times a week: Tuesdays and Thursdays are "studio" days and Fridays are "workshops." On studio days, students will meet individually or as a group with the studio instructors. Workshop days (also in studio) may include technical or skills presentations or be open for drop-in help and studio work time. These sessions will be conducted by the TA.

The units for this class are 0-12-12: 12 hours of in-class studio time, and 12 hours of work outside of class. These parameters set the expectations of time commitment for this course. We will check in from time to time about the work load, but if students have any concerns, please be encouraged to speak directly with the course instructors.

Requirements

Attendance: Attendance is required at all scheduled classes. All absences require prior permission of the faculty. Written documentation may be required (i.e. doctor's note).

Grading: Grading is cumulative over each project. It is broken down approximately as follows: *Act 1: 25%; Act 2: 15%; Act 3: 40%; Attendance and Participation: 20%.*

Evaluations: Mid and end of term letters of warning will be issued as needed.

¹ <http://www.advocatesforyouth.org/storage/advfy/documents/safespace.pdf>

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Schedule

Wk1	T	2/3	Class introductions, review syllabus, Act 1 issued
	R	2/5	Group check-in (check-in; roundtable)
	F	2/6	Workshop 1
Wk2	T	2/10	Desk Crits
	R	2/12	Group Work/Crit (1.1 due, 1.2 issued)
	F	2/13	Workshop 2
Wk3	T	2/17	Monday schedule – no class
	R	2/19	Desk Crits
	F	2/20	Workshop 3
Wk4	T	2/24	Group Work/Crit (1.2 due, 1.3 issued)
	R	2/26	Desk Crits
	F	2/27	Workshop 4
Wk5	T	3/3	Act 1 Review
	R	3/5	Act 2 issued, Desk Crits
	F	3/7	Workshop 5
Wk6	T	3/10	Desk Crits
	R	3/12	Desk Crits
	F	3/13	Workshop 6
Wk7	T	3/17	Desk Crits
	R	3/19	Act 2 Review
	F	3/20	Workshop 7 (2.2 issued)
Wk8	Spring Break		
Wk9	T	3/31	Desk Crits
	R	4/2	Desk Crits
	F	4/3	Workshop 8
Wk10	T	4/7	Group Work (2.2 due, Act 3 issued)
	R	4/9	Desk Crits
	F	4/10	Workshop 9
Wk11	T	4/14	Group Work/Precedent Discussion
	R	4/16	Desk Crits
	F	4/17	Workshop 10
Wk12	T	4/21	Group Work/Pin-up (DROP DATE)
	R	4/23	Desk Crits
	F	4/24	Workshop 11
Wk13	T	4/28	Desk Crits
	R	4/30	Desk Crits
	F	5/1	Workshop 12
Wk14	T	5/5	Act 3 Penultimate Review
	R	5/7	Desk Crits
	F	5/8	Workshop 13
Wk15	T	5/12	Group Work/Preparation for Final

Final Review Date TBD