ARCHITECTURE 423
SOCIAL AND BEHAVIORAL FACTORS FOR DESIGN

CRN: 43714 – SECTION S

3 hours
Graduate students may add 1 extra credit hour for extra work
Ask instructor for info

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PURPOSE

What happens when architects fail to consider people’s needs in their designs? Office employees exhibit high absenteeism, high turnover, and low productivity. Students’ learning in schools and classrooms may be adversely affected. Hospital patients may take longer to recover, and staff members may leave to work elsewhere. Plazas intended as social gathering spaces sit empty—and they are everywhere, some even on our UIUC campus! In multi-family housing, crime and vandalism may occur. The demolition of Cabrini Green, Robert Taylor Homes and other Chicago public housing projects are classic cases of architectural designs gone awry. Ignoring people’s needs creates costly mistakes and makes designers unlikely to receive repeat business from their clients. Even worse, it adversely affects how the public perceives our profession.

As future architects, you must be informed about the ways in which your designs affect the people who use them. Architects who routinely incorporate users’ needs into their designs have enjoyed enormous success and repeat clients. One such example is Michael Pyatok, whose inclusive approach has resulted in the design of over 20,000 units of affordable housing in the U.S. and abroad and over 100 local and national design awards.

Designers, too, who place a high priority on responding to people’s needs—even anticipating needs yet unknown—have enjoyed tremendous success. One of the most outstanding examples is someone who changed the world: the late Steve Jobs with his designs for Apple computers, iPods, iPads, and iPhones.
This seminar teaches you how to design more humane places and spaces. It introduces you to social and psychological issues in architectural and urban design, and to the burgeoning field of environment and behavior. Its goals are to provide an overview and analysis of the literature and its major researchers; to understand how environment-behavior research has been applied to design projects; and to identify places and spaces that have been improved through environment-behavior research.

Among the issues covered: privacy, personal space, territoriality, crowding; environmental perception, cognition, and symbolism. Among the building types addressed: housing (housing symbolism; housing for the elderly, persons with physical disabilities, and students); institutional architecture (office design, schools and classrooms, prisons, hospitals and health care environments, mental health care facilities); and urban plazas.

Several course alumni have presented their work at the annual conference of the Environmental Design Research Association (EDRA) [http://www.edra.org/] and held leadership positions in this organization. Some have won national awards and recognition. Many have engaged in successful careers in architectural practices in the US and abroad.

OBJECTIVES

By the end of this course, you should be able to:

• understand the value of social science research in architecture, landscape architecture, and urban design.
• identify and critically analyze major works in the field of environment and behavior.
• become familiar with some of the leading figures in environment and behavior.
• distinguish among different theoretical perspectives about the relationship between environment and behavior.
• identify different research methods in the field.
• see how places and spaces can be improved through the use of environment-behavior research.
• gain some hands-on experience doing some small-scale environment-behavior studies.
• critically analyze a specific building type based on results of environment-behavior research.
• present your research findings in a way that communicates effectively for design juries in school and future client presentations in practice.
Readings


Design Student Survival Guide app for iOS

This book and related research earned Professor Anthony four national awards:

• the 1992 Association of Collegiate Schools of Architecture Creative Achievement Award
• the 2003 American Institute of Architects (AIA) Institute Honor for Collaborative Achievement
• the 2005 Environmental Design Research Association (EDRA) Achievement Award
• the 2009-10 Association of Collegiate Schools of Architecture Distinguished Professor Award and lifetime title

Reviews of Design Juries on Trial:

• “Design Juries on Trial is a terrific source of guidance. It reveals some of the mysteries of architectural education that I had to find out the hard way.” -- Amy Isenburg, Former Vice President, The American Institute of Architecture Students (AIAS)
• “I would recommend this book to every student and educator who is concerned about the quality of his or her personal experiences in architectural education.” -- Christine Malecki, Former Vice President, AIAS
• “It is a book that should be read by every single faculty member or potential juror in architecture schools, and by students as well...This book is a significant milestone in architectural education.” — Diane Ghirardo, Ph.D., Former Executive Editor, Journal of Architectural Education
• “It strikes at the very heart of what all of us as academics are occupied with every semester of every academic year. It should be...compulsory reading for all faculty in schools of architecture throughout the country.” — R. Alan Forrester, Former Director, School of Architecture, UIUC

Readings also include:


Information about previous offerings of Arch 423 can be found at: [http://www2.arch.uiuc.edu/kanthony/arch423FA07/](http://www2.arch.uiuc.edu/kanthony/arch423FA07/) [http://www2.arch.uiuc.edu/kanthony/arch423FA06/html/index.html](http://www2.arch.uiuc.edu/kanthony/arch423FA06/html/index.html)