

Housing, People & Place: ARCH1230

Semester Program Outline + Assignment 1

30 July 2009

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7 pages

The Electronic Course Profile is available as a Hard Copy in the Lecture

IMPORTANT NOTE

On page 2, under Tutorial topic 1, I say (highlighted in yellow that you may visit a display home as part of this assignment. You are not required to do so - similarly for the other topics. You may treat any topic for this Assignment purely as a library or literature /web based exercise. In any event, for now, do not visit a display home, new suburban development or the like. I will advise further in class next week.



'Where I Live'

Drawing by a 6 year old Danish girl

1. Course Introduction, Context and Aims

'Housing, People & Place' (ARCH1230) provides an introduction to people/environment studies, which is a broad inter-disciplinary study of the interactions between the built and natural environments and their inhabitants or users, relevant to architecture and design. ARCH1230 is an extended case study of housing and neighbourhood. We examine aspects of the evolution of Western housing types and neighbourhood or settlement patterns from (roughly) the 19th century, emphasising social context, psychological effects, behavioural patterns, community initiatives and environmental concerns, in addition to architectural or design ideas or intentions. The general aims of the course are to give students a grounding in key housing issues, from the perspective of People/Environment Studies, and to develop their critical understanding of how the design and organization of housing and neighbourhoods relate - for good or ill - to peoples' needs, aspirations and behaviour, and to social and cultural conditions generally. How people interact with, are affected by, find meaning in, form attachments or aversions to that part of the built environment we call housing is a central concern. This can entail the discussion of matters seemingly beyond architecture or at least the scope of an architect's expertise or influence. However, one aim of the course is to demonstrate that such a discussion is essential to understanding the role of designers and the limits and possibilities of their influence.

Note: 'Culture, Environment and Design', ARCH3210, is largely devoted to the study of indigenous environments, especially Australian indigenous environments, so little attention is paid to these areas of study in this course.

2. Assignments, Assessment and Grading

Assignment 1 is discussed below. Assignment 2 will be handed out in Week 7 (see Timetable below):

Assignment 1. Tutorial Paper+Poster **50%**

Assignment 2. Essay **50%**

ARCH1230 employs the 21 point assessment system used in Humanities courses in Architecture, and which in this course operates as follows:

7+ (21 points)	6+ (18)	5+ (15)	4+ (12)	3 (9)	2- (3, 4)
7 (20)	6 (17)	5 (14)	4 (11)	2+ (7, 8)	1 (1, 2)
7- (19)	6- (16)	5- (13)	4- (10)	2 (5, 6)	

Pass grades range from 4- to 7+; fail grades range from 1 to 3. Intermediate grades occasionally result from moderation, for example, 4+/5- = 12.5. A grade of 4+/5- (12.5 points) for Assignment 1 and a grade of 5- (13 points) for Assignment 2 would produce an overall result of 12.75 points, which would be rounded up to 5-, and so an overall grade of 5.

Students who fail ARCH1230 may be eligible for a Supplementary Examination: see

<http://www.uq.edu.au/myadvisor/index.html?page=2954>.

3. Submissions, Submission Dates, Late Submissions, Last Dates for Submissions, Extensions

Assignment 1, the Tutorial Paper+Poster, is to be submitted in the tutorial, Thursday 10 September. Penalties apply after this date. The last date for submissions is 4pm, Wednesday 16 September.

Assignment 2, the Essay (2,000 – 2,250 words, excluding quotations) is to be submitted by 4pm, Monday 16 November in the ARCH1230 submission box, Level 3, Zelman Cowen Bldg. Penalties apply after this date. The last date for submissions is 4pm, Tuesday 17 November.

Electronic submissions are not accepted. Students should keep a hard copy of all submissions.

The penalty for late submission of an assignment is 1/3 of a grade point per day, not imposed so as to cause a student to fail the assignment. Late submissions should be made to the Front Counter in Architecture so they can be date stamped. For this reason, *do not hand late assignments to a tutor or slip them under my door*. There are no late submissions on extension beyond the last date for submissions. Thus, if you have an extension on the first assignment to, say, 11 September the last date for submission is 16 September. If your extension is to, say, 18 September then that is also the last date for submission.

Extensions. To apply for an extension a student must complete an Application for Extension Form available at the Architecture

Office or on the School web site at <http://www.architecture.uq.edu.au/index.html?page=99847>. An application needs to clearly state why the extension is being requested and be supported by a medical certificate or other appropriate documentation. A request for an extension of time must be lodged prior to the submission deadline. The student will be notified via email whether an extension has been granted and, if so, the revised submission date.

4. Other Matters

Any student with a disability who may require alternative academic arrangements in this course is encouraged to seek advice at the commencement of the semester from a Disability Adviser at Student Support Services. I am available for consultations on (most) Thursday afternoons, between 2.15pm and 4pm, otherwise by appointment. I am now a half-time staff member and typically not at university every day. Direct any general questions about lectures, course requirements, assignments, and so on, to me, preferably in the break in the middle of the lecture or in the several consultation sessions in ARMUS Library.

E-Mail: wherever possible and relevant, I will answer e-mail inquiries as a response to the whole class (without revealing inquirers) for reasons of efficiency and to ensure everyone can benefit. In a large 1st year class there can be a flood of inquiries, especially as hand-ins approach, many of which can be answered by reading the handouts, taking note of advice in class or understanding how to access sources in the library system.

English for Academic Communication: http://www.ictu.uq.edu.au/pdf/EAC_St_Lucia.pdf. This is an 8-week course run through the semester, at no charge to UQ enrolled students from a non-English speaking background.

UQ Student Services Learning Workshops Calendar: <http://www.uq.edu.au/student-services/Learning+workshops>

Assignment 1: Tutorial Paper+Poster

Introductory Remarks

In a study of life in a typical new outer suburb of Melbourne thirty years ago, the sociologist Lyn Richards (1990, 29) asked residents whether their life was better there. One woman responded: "I don't really know. I've got nothing to compare it with - we were in a flat before." What does this tell you about the idea of what a home is? Richards remarked that it was as if living in a flat "had not been a way of life at all" (p. 29).

The focus of this assignment is the meaning of home, the needs that a home is expected to satisfy and the uses to which it is put. Do not write, however, about what home means to you. You don't need to study this course to write something on that topic. While the assignment is not an autobiographical exercise, your own ideas or experience of home may nonetheless be useful in shaping how you approach the topic and personal anecdotal observations or comments may be appropriate or valuable. Equally, the focus of the assignment is not the meaning of home to, say, the Bushmen of the Kalahari – not because that would not be a valuable exercise, but simply because it would lie outside the content of this course. Cross-cultural comparisons may be legitimate, but you need to be guided by the topic, the content of the course (see the Extended Bibliography) and, in particular, our advice.

Prepare a Tutorial Paper + Poster for presentation and submission in the Week 7 tutorial (10 September), on *one* of the topics below. For some topics I suggest different approaches or aspects you could tackle – you do not need to do more than one. So in topic 3, for example, you can just focus on gardens or backyards. In Lectures 2 and 3, I will amplify and illustrate the topics, and the tutorials and consultation sessions are the occasions to discuss them. Draw principally on the first half of the course for this assignment. So, for example, do not venture into housing alternatives such as cohousing (Lecture 8). There will be plenty of opportunity for that in the next assignment.

- (1) Kim Dovey (1994) and Claire Cooper-Marcus (1987) are two significant researchers in people/environment studies in architecture who have discussed the design of ordinary or typical speculative suburban houses or 'model homes' that populate our suburbs and towns. Twenty years (or more) has passed since the research for these papers was conducted, and Cooper-Marcus was not discussing Australian houses. So, what's different now (and here)? And, perhaps more interestingly, what remains unchanged? So-called McMansions are a new development, or are they (Hawley 2003, Duffy 2004, Farrelly 2004)? Choose at least one aspect of the analysis or critique of model homes in Dovey (1994) and Cooper-Marcus (1987) to frame your submission. You may choose to discuss the evolution or history of such aspects.

General Advice: take care to distinguish describing and analyzing from evaluating and criticizing (which is not meant to discourage the latter). Also, distinguish the claims that are made for such houses from the reality (so far as you are able to discern the latter). Explore web sites, newspapers or magazines for examples or illustrations, as well as the academic literature. Look especially for house plans. **You may choose to visit a display centre or display home in a new suburban development.** Individually authored submissions are required, but for the purposes of the collection of such material you can work in pairs or small groups; this is a good idea if you are visiting or looking at a display home or suburban development. Carry a copy of this handout if you do so. If you photograph houses do so from the street and, as a rule, do not include people in the photographs. Similar advice applies for the other topics.

Important: see text box on page 1.

- (2) Contrast the individual or one-off speculative houses or model homes discussed in Dovey (1994) and Cooper-Marcus (1987) with a master-planned estate (Kenna 2007) or a gated community (O'Sullivan 2005, Low 2007), with an eye to the idea of home. Alternatively, what is it like to call a caravan park home (Queensland Shelter 2005)?
- (3) How much of the meaning or significance of home is bound up not so much in the object itself, in its expression or organization as a built object, but in the fact that we may have built it ourselves - or extended, re-arranged, improved or decorated it ourselves (Besley 2002; Heywood 2005, Davison and Davison 1995)? How about making a garden (Head and Muir 2007, Gleeson et. al. 2001, Butler 1987)? What difference does *tenure* make (Richards 1990)?

- (4) What we come to think of the neighbours or what we think a neighbour should be like is bound up with our ideas of home. Discuss. See Peel (2000) and Richards (1990). Further sources (I include some social and cultural diversity here): Young and Wilmott (1957), Hirschon (1981), McHugh (1999); *900 Neighbours* (2007), Seabrook (1973), Schak (1972), Forest, La Grange & Ngai-Ming (2002), Low (2001, 2003, 2007).
- (5) The evolution of home. (Stretton 1999, ch 24, Harevan 1991, Lecture 3)
- (6) What's so funny about the suburban house and garden, about suburbia? On the other hand, suburban homes and the seemingly endless suburbs sadden or enrage some critics. Prime yourself with Rowse (1978), Farrelly (2004), Stretton (1974) ch. 3, (1989) ch 1, Davison (1993), McDonald and Moyle (1995). Explore the ARCH1230 Extended Bibliography (for example, Ferber 1994, McAuliffe 1996, Turnbull 2008) and use material culture to explore this topic: painting, film, poetry or literature, advertising, music, television, architecture or building, cartooning, *objet d'art* - items that are about suburban life (or perhaps about the city in opposition to suburbia). Is the idea of home helpful here in understanding the gulf between the critics and those who are comfortable with suburban culture, suburban life?

Paper + Poster Requirements and Assessment Criteria

Not counting quotations, the Tutorial Paper is to be 1,200 to 1,500 words long. Use a 10 point font (in Times New Roman, Arial, Geneva, Helvetica, etc.), 1.5 or double line spacing, with wide margins. Use either the note or the author/date system of referencing. In referencing, *provide page numbers for ideas and information as well as quotations*. (See Lecture 5.)

Prepare an A3 size poster, fold to A4 portrait and staple to the back of the tutorial paper in such a way that it is easy to fold out for assessment. The poster is to illustrate or exemplify one or more of the points you make in your essay. I will discuss and give examples of images in the lectures. This component of the submission is intended to develop your skills /interest in visual literacy and the use of images in arguments. Use text sparingly on the poster. Posters can be simple in design and merely black and white; be guided by what you are trying to say or communicate. References for the poster can be (discretely?) on the poster itself, on the reverse side, or at the end of the essay. Make a second copy of the poster for presentation and general discussion in Week 7. This copy can be A2 or A3. A selection of the best posters will be made for display in the School, so A2 would be better in this regard.

No submission will be accepted for assessment unless accompanied by a signed Departmental Cover Sheet (available from the front counter in the Department). *Please identify your Tutor on the Cover Sheet*, even though there is no box provided on the Sheet to do so. Students should retain a hard copy of their submission.

For the PAPER+POSTER PREPARATION TUTORIAL, **submit 'One A4 page' in the lecture in Week 4**: identify the topic, outline your argument or at least what you intend discussing (250 words max.) and supply your bibliography. *On the reverse side of the page* photocopy the image, preferably with explanatory notes, that you intend for your poster – set out as for the poster if you can to maximize feedback. Note that this submission should be, as it says, *one A4 page*. Include a blue cover sheet. Remember, the more content there is in what you say the more chance the feedback will be helpful. It's not a fishing expedition: what *you* say is what the tutors respond to. It's next to useless merely to submit for the sake of it; this is essentially formative feedback.

A submission that is well short of any of the following five criteria will not achieve a grade of 4:

- | | |
|----------------------------------|---|
| 1 TOPIC (+ 'One A4 page') | Address the topic; submit One A4 page on time; |
| 2 READING | demonstrate reading <i>for</i> the topic, in particular, the recommended reading. As a guide, a submission should show a reasonable understanding of 6 - 8 articles or book chapters. Follow the guidance in the handout, lectures, tutorials or skill sessions on sources; |
| 3 SCHOLARSHIP | reasonably accord with scholarly requirements, especially in relation to the acknowledgment of sources; |
| 4 ENGLISH | display a reasonable standard of English expression; |
| 5 LENGTH | be the appropriate length + supply a poster. |

A Tutorial Paper whose content bears little resemblance to the topic, or that is un-referenced, contains plagiarism, makes little or no use of the recommended or other academic literature in the course, will fail. Such cases are straight-forward; usually we have to weigh up various strengths and weaknesses in arriving at a final grade that is fair and reasonable. **Grades higher than a pass**, that is above 4+, are obtained by *better satisfying the above requirements* - by demonstrating a better or more subtle grasp of the topic, a *better* knowledge of the literature, *more extensive searching and reading* (listening, viewing), knowledge that is used to better effect in constructing your argument, paying more careful attention to scholarly requirements and presentation; and better English expression. Don't submit on time if the work is radically incomplete; it is better to take the extra time and try to get it to a 4- than to fail.

For grades higher than 4, we also consider:

- | | |
|------------------------------|---|
| 6 LECTURES + RESEARCH | The use of ARCH1230 lectures and useful independent research; |
| 7 ANALYSIS | analysis /critical discussion; |
| 8 POSTER | the Poster (and Figures in the Paper) should develop or illustrate your argument; |

As is evident from the structure of the assessment criteria above, the Poster is principally a discriminator for higher grades – I have defined it as a specific task only to get students to take visual matters seriously when the principal task is the construction of an argument, mostly conveyed in words. On such occasions, images are usually reduced to decorations in the rush to finish.

ARCH1230 PROVISIONAL TIMETABLE	9am: TUTORIAL SLOT	10am – 12noon: LECTURE Building 24-S304	12noon: TUTORIAL SLOT
Week 1 30 July		Lecture 1: <i>The Study of People & Environments in Architecture</i> + Program Handout + ARMUS Skills Sessions sign-on + Tutorial Groups sign-on	- Optional ARMUS Skills Session 1
Reading for Week 2: Evans (1978) + Rybczynski (1987, ch. 2)			
2 6 August	- Optional ARMUS Skills Session 2	Lecture 2: <i>Home in the Crowded City</i> + Paper+Poster topics discussion + Finalise Tutorial groups	- Optional ARMUS Skills Session 3 - Paper+Poster consultations (GB in ARMUS Seminar Room)
Reading for Week 3: Fishmann (1987, ch. 1)			
3 13 August	READING TUTORIAL: Groups 1, 2, 5, 6, 9 & 11 (Read Dovey 1994, Head & Muir 2007, Gwyther 2008)	Lecture 3: <i>Home in the Garden City</i> + Paper+Poster topics discussion	READING TUTORIAL: Groups 3, 4, 7, 8, 10 & 12 (Read Dovey 1994, Head & Muir 2007, Gwyther 2008) - Optional ARMUS Skills Session 4
Reading for Week 4: Rowse (1978)			
4 20 August	- Optional ARMUS Skills Session 5 - Paper+Poster consultations (GB in ARMUS Seminar Room)	Lecture 4: <i>The Australian Suburban Home / Garden</i> SUBMIT 'ONE A4 PAGE': TUT. PAPER PLAN + IMAGE	- Optional ARMUS Skills Session 6 - Paper+Poster consultations (GB in ARMUS Seminar Room)
5 27 August	PAPER+POSTER PREPARATION TUTORIAL: Groups 1, 2, 5, 6, 9 & 11 - GB consultations in Room 319	Lecture 5: <i>Preparing an Academic Assignment</i>	PAPER+POSTER PREPARATION TUTORIAL: Groups 3, 4, 7, 8, 10 & 12 - GB consultations in Room 319
6 3 September	Paper+Poster consultations (GB in ARMUS Seminar Room)	Lecture 6: <i>Home in the Radiant City</i>	Paper+Poster consultations (GB in ARMUS Seminar Room)
7 10 September	PAPER+POSTER PRESENTATION /SUBMISSION Groups 1, 2, 5, 6, 9 & 11 (9am – 10.30am) Zelman Cowen Bldg. + Essay Handout	PAPER+POSTER PRESENTATION /SUBMISSION Groups 3, 4, 7, 8, 10 & 12 (10.30am – 12noon) Zelman Cowen Bldg. + Essay Handout	
Reading for Week 8: Towers (2000, ch. 4) + Richards (1992).			
8 17 September	Essay Consultations (GB in ARMUS Seminar Room)	Lecture 7: <i>Community Architecture & Urban Environmentalism</i> + Essay Topics discussion	Essay Consultations (GB in ARMUS Seminar Room)
Reading for Week 9: Meltzer (2005, ch. 11) + Crabtree (2006)			
Week 9 24 September		Lecture 8: <i>Cohousing & Alternative Housing Options</i> + Essay Topics discussion	Essay Consultations (GB in ARMUS Seminar Room)
Reading for Week 10: Cooper-Marcus (2003) + peruse copy in ARMUS of Cooper-Marcus & Sarkissian (1986), design guidelines 4, 12, 29, 55, 80 & 89.			
Mid-Semester Break Mid-Semester Break Mid-Semester Break Mid-Semester Break Mid-Semester Break Mid-Semester Break			
Week 10 8 October	Essay Consultations (GB in ARMUS Seminar Room)	Lecture 9: <i>Higher Density Housing for the Compact or Sustainable City?</i> + Week 12 Housing Workshop briefing SUBMIT 'ONE A4 PAGE': ESSAY PLAN	Essay Consultations (GB in ARMUS Seminar Room)
11 15 October	- ESSAY PLAN TUTORIAL: Groups 1, 2, 5, 6, 9 & 11 - GB consultations in 319	Guest Lecturers: <i>Two local Architects – Housing & Neighbourhood Initiatives</i>	- ESSAY PLAN TUTORIAL: Groups 3, 4, 7, 8, 10 & 12 - GB consultations in 319
12 22 October	Housing Workshop: Groups 1, 2, 5, 6, 9 & 11 (9am – 12noon) Zelman Cowen Bldg. Room		
		Housing Workshop: Groups 3, 4, 7, 8, 10 & 12 (10am – 12.50pm) Zelman Cowen Bldg. Room	
Week 13 29 October	Essay Consultations in ARMUS Seminar Room		

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Week 16	Essay submission: 4PM, MONDAY 16 NOVEMBER
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TIMETABLE NOTES

Reading for Lectures and the Reading Tutorial in Week 3 (for full list see ARCH1230 Extended Bibliography)

- Cooper-Marcus, Clare. Shared Outdoor Space and Community Life. *Places* 15 (No. 2, 2003): 32-41.
- Cooper-Marcus, Clare, and Wendy Sarkissian. *Housing as if People Mattered: Site Design Guidelines for Medium-Density Family Housing*. Berkeley: University of California Press, 1986. ♦♦ ##
- Crabtree, L, 2006, Sustainability begins at Home: An Ecological Exploration of Sub/Urban Australian Community-focussed Housing Initiatives, *Geoforum*, vol. 37, pp. 519-35.
- Dovey Kim. Dreams on Display: Suburban Ideology in the Model Home. In *Beasts of Suburbia: Reinterpreting Cultures in Australian Suburbs*, eds. Sarah Ferber, Chris Healy and Chris McAuliffe, pp. 127-47. Melbourne: Melbourne University Press, 1994. ♦♦ #
- [**Dovey chapter]
- Evans, Robin. Rookeries and Model Dwellings: English Housing Reform and the Moralities of Private Space, *Architectural Association Quarterly* 10 (No. 1, 1978): 25-36.**
- Fishman, Robert. *Bourgeois Utopias: The Rise and Fall of Suburbia*. New York, 1987. ♦ # [**Ch. 1, London: Birthplace of Suburbia]
- Gwyther, Gabrielle. Once were Westies. *Griffith REVIEW* 20 'Cities on the Edge' (2008), 10pp.
- Head, Lesley, and Pat Muir. *Backyard: Nature and culture in suburban Australia*. Wollongong: University of Wollongong Press, 2007. ♦
- [Ch. 5, 'My Place.' **]
- Meltzer, Graham. *Sustainable Community: Learning from the Cohousing Model*. Trafford: Victoria BC, 2005. ♦ # [** Ch. 11, 'Cohousing Cooperative'.]
- Richards, Peter. Emerald and East Finchley: Caes Studies in Design Participation. Paper presented at the *City Cultures Conference, Brisbane, December 3-5, 1992*. **
- Rowse, Tim. 'Heaven and a Hills Hoist: Australian Critics of Suburbia,' *Meanjin* 37 (April 1978): 3-13. **
- Rybczynski, Witold. *Home: A Short History of the Idea*. New York: Penguin, 1987. ♦ # [** Ch. 2 'Intimacy and Privacy']
- Towers, Graham. *Shelter is not enough: transforming multi-storey housing*. Bristol: Policy Press, 2000. ♦ [**Ch. 4, 'Social Stigma and Community Action.']

♦	High Use in ARMUS Library	#	7 day Loan in ARMUS Library	**	On-line: ARCH1230 Reading List
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'ARCH12130 Extended Bibliography'

E-mailed to all students. The above reading list is an extract from this Bibliography, which contains all the references in the Lecture Outlines below (and issued later in the course) as well as Handouts, unless indicated otherwise. The Bibliography contains a separate list of useful www material. Occasionally, I may put additional references on Blackboard or include in general e-mails.

Scholarship & Plagiarism

Plagiarism is a serious infringement of the University's academic values. The occasional lapse in referencing will be treated as such, but plagiarism will result in a failure in that assignment and the matter may be referred to the Head of School.

Section 3.40.12 of the University's *Handbook of University Policies and Procedures*

<http://www.uq.edu.au/hupp/index.html?page=25128&pid=25075>

Lecture Outlines, L2 – L4 + supporting material.

L2 Home in the Crowded City: 19th Century Urban Housing Conditions +

London – "The great wen" (William Morris), *Manchester* - River Medlock: a "gigantic cesspool" with "every possible abomination" (Fishman, 1987), *Sydney* - Bubonic Plague outbreak in 1900

1. Dimensions of the housing crisis of the working class & the casual poor (the so called 'destructive classes') in Britain: crowding / unsanitary dwellings, 'rookeries' / poor wages & conditions / industrial pollution / unsafe drinking water / disease / 'immorality' / crime & the fear of crime / social unrest - the idea of home?

- Solutions (?) to the housing crisis (Jones 1984):

- + sanitary legislation;
- + street & block clearances, & the theory of 'levelling up' (Jones, 1984: 184-87; cf. Stretton, 1978: 152-53)
- + Octavia Hill scheme & moral superintendence of poor
- + model dwellings (see L6 for architectural determinism, Evans 1978)

- 19c philanthropic housing, for example,

'Doctor's Houses' (*Brumelby*), Copenhagen

2. So was Suburban Flight Inevitable?

- Fishman (1987) on the *invention* of the suburb, & the oppositions between city and country the suburb reconciled?

- "Suburbia was one of England's most successful cultural exports" (Frost, 1990)

References

Fishman (1987), Chs. 1 – 3
Evans (1978)

Jones (1984), Part 2
Stretton (1974), Ch. 3, (1978) & (1999), Ch. 24

Giroud (1985), Chs. 12 & 13

3. A Response to the 19c. (ongoing 20c.) Housing Crisis: The Idea of Social Housing

Just two examples:

- Early 20c. Amsterdam social housing, eg., *De Dageraad*, 1919-22, Michael de Klerk & Piet Kramer (Searing 1978);
- Public Housing Authority: South Australian Housing Trust (SAHT)

The SAHT was the first such authority in Australia to "bank land, build a new town, supply factories to private enterprise, sell houses in the open market, buy and conserve old housing as public housing, convert warehouses into flats, buy public housing from private developers, and design housing for special...[needs]." The Trust built or acquired 'unpopular' housing: boarding houses & womens refuges, operated a rental-purchase scheme and introduced choice in the location and design of houses (Marsden 1986).

A NOTE ON HOUSING TENURE (IN AUSTRALIA)

Housing is either *private* (owner occupied or rental) or *social* (public, community, philanthropic). Public housing in Australia (Davidson 1996) is owned and managed by State Govts. (and financed by Federal & State Govts.); community housing is housing managed by community groups such as churches, charities, philanthropic organizations, housing co-operatives, housing associations, not-for-profit ('social justice') organizations or local councils & either owned by them or by State govts. (& sometimes owned privately). The Qld Govt. has formalised this as, 'one social housing'. Social housing is typically for rent. Distinctive benefits have included:

+ rent pegged to income (usually 25% or thereabouts) + security of tenure

Innovations in Social Housing / 'Affordable Housing'

- Victorian Govt. programs (from 1980s -):

+ urban homesteading + self-build + group self-build* (Ramon Davis, 1990; and www list*)

- Brisbane Housing Company: not-for-profit company with charitable status (State Govt. & BCC capital) - 75% market rent, with tenants still eligible for Federal Govt. rent assistance.

- Recent Federal Govt interest / initiatives: green & white papers on homelessness; affordable housing; increased funding for social housing (including indigenous housing); one initiative: National Rental Affordability Scheme (NRAS).

4. How long, the housing crisis?

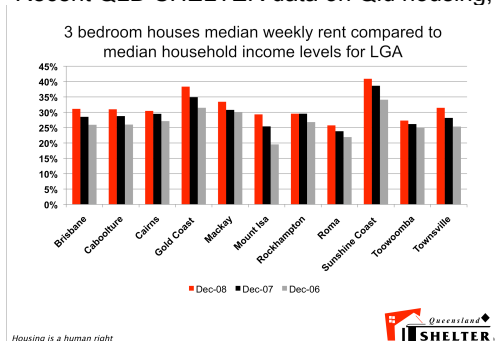
Our contemporary housing crisis (in part):

- recent surge in house prices and rents; growing un-affordability;
- long running decline in direct govt. funding for social housing (recently arrested in Qld + new Federal Govt);
- substantial indirect Federal govt. funding for the already (often well) housed + investor concessions;

Judith Yates on the decline in *affordable* rental housing in Sydney, years ago (Yates 2000, Yates & Wulff 2000).

Rental category	1986	1996
Low	26% (247, 000 dwellings)	14% (177, 000 dwellings)
Low / moderate	40%	38%
Moderate / high & high	34% (325, 000 dwellings)	48% (611, 000 dwellings)

- Recent QLD SHELTER data on Qld housing, for example: <http://www.qshelter.asn.au/research/queensland-housing-data>



L3 Home in the Garden City

1. Ebenezer Howard (1850-1928) & the Idea of a New (Urban) Environment for a New Society

- The crowded city & urban slums
- The rural problem: the depression in agriculture & continuing depopulation of the countryside
- "The land question": the problem of the "unearned increment" & the struggle between Capital & Labour ... could a "co-operative commonwealth" transform rapacious 19thc. capitalism?

2. The Invention of the Garden City

- Decentralization
- 'Three Magnets' & the (Urban) Idea of 'Town-Country'
- Howard's Planning / Design Strategies:
 - cap, zone, integrate, lower densities, design innovation, the garden-as-setting, a green belt
- Structures for economic & social co-operation and development (ideas for a more inclusive community) ... beginning with no private ownership of land: Howard's manifesto: *Garden Cities of Tomorrow* (1902)

3. Letchworth (1903/4 -): The First Garden City

- 56K NW of London, on 1530 hectares (now 1745 hectares), including a 1000 hectare green belt
- Two Letchworth Architects: Barry Parker & Raymond Unwin - design ideas & social intentions

4. Garden Suburbs: Home & Neighbourhood (and the interior life)

- (i) Brentham (London, 1901)
- (ii) Hampstead Garden Suburb (London, 1906)
- (iii) Betondorp (Amsterdam, 1922)
- (iv) Daceyville (Sydney, 1912)

5. Garden City Legacy & Resonances

- 'Homes fit for heroes'?
- Lower housing densities ... & suburban sprawl?
- New towns or cities (UK, Canberra); Urban 'fingers' into countryside (Copenhagen); a city of urban villages (Stockholm)
- Social Ecology, Ted Trainer's 'conservor suburbs', Feminist critiques of housing, Cohousing?

References (England & Australia)

- **Fishman** (1982) Part 1; **Reid** (2000); Hall & Ward (1998); **Swenarton** (1981) Ch. 1; Borden (1999); Parsons & Schuyler (2002);
- **www**: Letchworth Garden City, Hampstead & Brentham Garden Suburbs.
- **Freestone** (1982), (1989) & in Troy (2000) Daceyville: **Hoskins in Ferber (1994)**; McHugh (1999); ABC Television, 'Lost in Space' (1992).

L4 The Australian Suburban Home / Garden

1. Suburbanization: The "Spatial Appetite"

- Young & Willmott (1975) on the dispersion of London

Impetus for Australian suburbanization:

- Immigrant memories
- Opportunity - a confluence of favourable physical, economic [& legal] conditions
- State sponsorship
- + Evangelicism, Sanitarianism ... (Davison 1993)

2. The 'Castle' in the 'Tundra': The Critique of the Detached House & Garden / Suburbia

- Aesthetic - Psychological / Social / Cultural / - Gender
- Political - Economic - Environmental

3. How to think about House and Home, for example, Stretton.

- Rethinking *the* Economy as *Two* Economies:
 - The market economy / production
 - The household or domestic economy / reproduction
- One Failure of a Market Economy:
 - In a *market* economy, successful businesses (businesses which turn a profit) attract capital (as loans, investment, re-invested profits, grants).
 - But with *domestic* production no such relation obtains. The capital a family or household is able to invest in its housing - without which, of course, there can be little or no domestic production (think of a homeless person) - is *unrelated* to the capacity or success of that household in *domestic* production.
 - The *market* productivity (or inherited wealth) of that family or household is what determines its supply of, or access to, capital for any purpose, *including housing*. (Stretton 1974; 1987: 121-22; & 1999, chs 24 & 25).
- Housing as *Productive Capital*
 - House and garden productivity: diversity of pursuits / flexibility / continuity / efficiency / adaptability / supporting market economy participation / a once relatively equitable distribution of domestic space... ?
 - + for example: productive (including recreational & 'reproductive') uses of private outdoor space: Halkett (1976, 1978), Homel & Burns (1985), Carman (1988), Butler (1987), Seddon (1990 & 1994), Huxley (1985), Holmes in Troy (2000), Gaynor (2006), Head and Muir (2007).
 - Mullens & Kynaston (Troy 2000): from "urban peasantry" to holding garage sales to fund more market consumption.
 - + A green future? Trainer (1985, 1995), Bamford (1995), Brenda & Robert Vale (1997) on the 'autonomous house', Troy (2003-04), Moriarty (1998).

References (+ above)

General: **Frost** (1990), Whitwell (1989), Ferber (1994), **Richards** (1990, 1994), **Homel & Burns** (1985), Cross in Silverstone (1997), **Davison** (1993, 1995, 1999), Troy (2000), ABC Radio National (2002), Brueggemann (2005), Head and Muir (2007), McAuliffe (1994, 1996), Gorman-Murray (2007), Fiske, Hodge and Turner (1987).

Overviews of Criticism: **Rowse** (1978), **Gilbert** (1988)

Criticism & Defence: Boyd (1962, 1970), **Hayden** (1981, 1984), Connell & Irving (1986), **Newman & Kenworthy** (1992); **Stretton** (1974, 1989, 1991, 1994, 1999), **Lloyd** (1995), Troy (1992, 2003-04), Lewis (1999), **McDonald & Moyle** (1995), Turnbull (2008), **www**: 'Save our Suburbs'.

Suburban Developments: McMansions, master planned estates, gated communities, new urbanist towns (or 'townes', villages etc.); Hawley (2003), Duffy (200); Farrelly (2004), Low (2001, 2007), Kenna (2007), 'New Suburbia'.
