MODULE TITLE:	**Cultural Context of Architecture II**
Revision F	
MODULE CODE:	**ARC116**

MODULE LEVEL: **1**

CREDIT POINTS: **10**

MODULE STATUS: **Compulsory for BA Hons Architecture**

LOCATION: **Belfast Campus**

ELEARNING   **On WebCT once registered**

PREREQUISITES: **none**

CO REQUISITES:

MODULE CO-ORDINATOR: **Dr Jenny Millar**

TEACHING STAFF   **Jenny Millar**, **Bill Thompson**

HOURS

Presentations	10 hours
Seminar	4 hours
Coursework (typically)	12 hours
Lectures	8 hours
Independent learning, typically	66 hours

Total	**100 hours**

ACADEMIC SUBJECT: **Architecture**

RATIONALE:

Architects must be able to take account of historical, social, contextual and theoretical considerations and be prepared to discuss them and think about them in the workplace.

AIMS:

To make each student familiar with the skills and challenges of 'thinking differently' relative to historical, social, contextual and theoretical influences in architecture so that they can enter the action space of design[1].

- To support and encourage formal reading around a subject, understanding and managing that information appropriately.

- To develop the student's capacity to present and manage considered judgments about architectural knowledge.

- To encourage students to recognise the advantages of thinking and reading.

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[1] Students are recommended to read Eastman C, *New Directions in Design Cognition:Studies of Representation and Recall,* IN, Design Knowing and Learning, Eastman C M_McCracken W M_Newstetter W C (eds), Elsavier, Amsterdam_New York_London, 2001, pp.147-197

INTENDED LEARNING OUTCOMES

100% of the assessment will be by coursework to allow essay writing as the mode of assessment and include feedback to the students during the semester interactively with seminars/lectures.

A successful student will be able to show that he/she can:

Knowledge and Understanding

K1   Demonstrate relationships between personal, historical, social and cultural circumstances and architectural practice

K6   Demonstrate the paradigmatic development of architectural work

Intellectual Qualities

I2   Locate, extract manage and present information about the historical, social and cultural components of an architects/practices work

I6   Demonstrate the historical, social, cultural and psychological influences present in the work of an architect/practice

Transferable Skills

T1   Communicate effectively with peers using elementary visual and verbal techniques

Entrepreneurship Skills

E10   Communicate new ideas effectively

This module will increase the students ability to describe, name, outline and explain historical, social, cultural and ecological issues that are referred to as 'theoretical', particularly when participating in design modules and visits relating to design module requirements.

CONTENT:

Intro to the idea of individual within context of social and political change
Lectures x 1
Bill Thompson

Development of analytical skills/case studies
Peer Presentation sessions of students own individual work with improvised responses in seminar format. [Jenny Millar] [weeks 4 through 10]
[seminars x 7]

On the themes of history and precedent
[Bill Thompson] [lectures x 1]

Relating students to architectural theory and practical technology
Bill Thompson [lectures x 1]

TEACHING AND LEARNING METHODS:

Use of library and learning resources on campus sites and on the www.

Lectures: to direct student attention toward specific ideas and references within texts and illustrative material.

Peer Group Seminars: presentations and feedback by students (see appendix A).

Essay and power point in 'handout format' (see appendix C)

ASSESSMENT:

The assessment of this module will be 100% continual assessment, marked against the assessment criteria.

One presentation to last approximately 10 minutes with 10 minute seminar (with submission of text/prompt sheets and images) (see appendix A) weeks 4 - 10
max 15% of total plus 25% of total for contribution to seminars (attending and participating by acting as audience for presenters including a visual test).

  Attendance at presentations by peers 15% of the total

  One visual test 10% of the total

One Essay of 2000 words submitted in week 10 will represent the students architectural position relative to their understanding of people in general and people as users and occupants of buildings
max 60% of total

Assessment element	LO	ARB	overall %
One presentation week 5-11	K1, I2, T1		15% of mark
Contribution to seminars weeks 5-11	T1, E10		25% of mark
*One illustrated essay of 2000 words week 10	K6, I2,	**CC4**	60% of mark

*Essay Title: <u>Architecture as a Social Art</u>

*Students must note that the essay of 2000 words examines the ARB requirement for CC4

READING LIST:

Essential Reading:

Baird G. The Space of Appearance. Cambridge Ma. London. MIT Press. 2003
Schrag C O, The Resources of Rationality, Indiana, Indiana University Press, 1992
Zahavi, D, Subjectivity and Selfhood, Cambridge Mass + London, MIT, 2005

Recommended reading:

Gelernter M, Sources of Architectural Form, Manchester and New York, Manchester University Press, 1995 (in library)
Hearn F, Ideas that Shaped Buildings. MIT Press, Cambridge mass'; London. 2003 (in library)

Schedule of lectures/seminars/presentations

Wk	Lecturer	Title
1	Bill Thompson	Ideology and Utopia
2	Bill Thompson	The Space Between
3	Bill Thompson	Constructs and Programs
4	Special project no lectures/seminars	
5	Jenny Millar	Peer Group Presentations in groups
6	Jenny Millar	Peer Group Presentations in groups
7	Jenny Millar	Peer Group Presentations in groups
8	Jenny Millar	Peer Group Presentations in groups
9	Jenny Millar	Peer Group Presentations in groups

Hand in essay this week - week 10 on seminar day

10	Jenny Millar	Peer Group Presentations in groups
11	Jenny Millar	Peer Group Presentations in groups
12	feedback and/or revision	

Summary ARC116 CRN 1364

This module uses discussions about the history and theories of architecture and their influences on the quality of architectural design as models for the students own reporting on contemporary, iconic and 'forgotten' architects and designers. It requires the student to link architectural products with concepts of history, culture and society and experience how their peers do so, and compare their joint efforts during seminar presentations.

The student will demonstrate practical skills in the exploration of text and discourse to their peers and make a 'conference' style presentation. The student will 'write up' both the presentation and what they have learnt during peer group seminars in the form of illustrated written coursework.

ASSESSMENT CRITERIA ARC116

Students please note that in all cases you are to produce <u>three</u> copies of work on each occasion – one for your own portfolio, one to submit for marking and one for the school portfolio (the school's record of your work) – <u>every single page</u> is to be marked with the module and your name and student number, on the back if you wish, or on the front as a designed part of your submission.

Appendix A:

Presentations by students.

Each student is required to carry out the following procedure:

Your task is to extract information in such a way that your audience is focussed upon an understanding of the subject you are given.

Using the www and the library, locate information about the **living architect** or architectural group you have been allocated.

Using powerpoint construct a ten minute presentation using ten slides, no more no less, points may be deducted for missing or added slides.

There must be minimal duplication. A list of your names will be placed on the notice board with subject titles – *please note there are no points for the subject itself.*

The point of the exercise is to see how well you can extract and assemble information to make a clear and concise presentation about a subject that is an appropriate part of your future and that is also available on the www and in a library. It involves searching the web and you should use appropriate search engines to do this such as alta-vista and google, for example as well as library catalogue database and software.

Student presentations will commence in week **five** to give you time to produce the presentation and run through to week **11**.

Assessment criteria for this task

dealing with feedback and audience reaction
– evidence required of attention to part whole relationship in the information supplied to audience – ie, person and context of time and location, social links, technical knowledge at the time etc. so as to cover possible questions.

developing the ability to construct and defend expressions of opinion 'in public'
- evidence required of eye contact with audience, confidence (not to do with power dressing by the way) (expect to be nervous because this would be a 'normal' reaction for most of us and we need to see how we cope).

communicating new ideas effectively
- these won't be new ideas in the world but they probably will be new ideas to the rest of us – you will be surprised how much information is floating around on the web that needs to be organized and edited and boosted in order to condense lots to a ten minute informative exposition – do try to get images and learn from other peoples presentations – *note the first two weeks will get (extra) sympathetic marking because of this factor.*

Appendix B:

Assessment Criteria made plain:

Presentation

dealing with feedback and audience reaction
      attention to part whole relationship in the information supplied to audience
      poor F – good A

ability to construct and defend expressions of opinion 'in public'
      eye contact with audience - poor F – good A
      confidence - poor F – good A
      integrity - poor F – good A

communicating new ideas effectively
      organization - poor F – good A
      interest - poor F – good A
      use of images - poor F – good A

      power point to be printed out for hand in at presentation time **6** slides per page with name written on both sheets please.

      Also note that marks will be given for attendance during the weeks of presentation to ensure that students attend and learn from each others work to the maximum degree, it is important that each student acquires the breadth and depth of knowledge that is available to you on these presentations! To assist you in this task a visual test will take place on one of the weeks and will be marked as part of the attendance requirement

Appendix C: CCII: ARC116

Essay – Architecture as a Social Art

the essay is to be **2000** words and must include a couple of illustrations/graphics.

We want you to tell us how you feel you will deal with people in your architectural practice (the way you do your architecture) and how you understand the differences between users, occupants and people generally in relation to the 'project'

You must also note how the way you practice architecture as described by your answer to the above, relates to any more general understanding you may have relating to society and culture.

This means you have to
1. Write about users, occupants and people in general relative to a project and
2. Write about the way users, occupants and people relate to social (collective) action and the making of their identity (or one that they recognise) which is cultural action

The hand in is for week **10 (working week 10)**

You MUST refer to any and all the books you use and when you do you must provide

1) Name of Author
2) Title of work
3) Place of publication – if possible
4) Publisher
5) Date of publication

Possibly the page on which the comment is made if an exact quotation is used

> *When/if quoting from other authors (than yourself) it is important to make clear to the reader which words were put together by them – usually by putting the quotation into italics or by indenting both sides of the paragraph/extract as in this particular para. Not to do this is plagiarism, which is banned!*

Appendix D: CCII: ARC116

The list of
Architects
Movements
groups

Alters each year and choice made by 'lucky dip' and/or as given:

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Student Number

60% of the total mark will be for the essay as follows:

INDIVIDUAL CONTRIBUTION
9-10 Discursive and Original
7-8 Engaged and Original
5-6 Interested and Original   *The surround box indicates the marks*
3-4 Interested   *relating to the ARB requirements*
1-2 Competent

| | **1** | |

UNDERSTANDING
9-10 Excellent comprehension of the nature and significance of the topic
7-8 very good ditto
5-6 good
3-4 reasonable
1-2 adequate

| | **2** | |

INTERPRETATION
9-10 Excellent demonstration of meaning based in and around the topic
7-8 very good ditto
5-6 good
3-4 reasonable
1-2 adequate

| | **2** | |

APPLICATION
9-10 applied to architecture and/or architectural subject brilliantly
7-8 ditto very well
5-6 ditto well
3-4 ditto reasonably
1-2 ditto adequately

| | **2** | |

EVIDENCE OF READING
9-10 excellent correlation between text/visuals and sources
7-8 very good ditto
5-6 good ditto
3-4 reasonable
1-2 adequate

| | **1** | |

REFERENCING
9-10 excellent referencing of text and web
7-8 very good ditto
5-6 good ditto
3-4 reasonable
1-2 adequate

| | **1** | |

PRESENTATION
9-10 Clear layout with intelligent use of visual material
7-8 Clear layout with adequate use of visual material
5-6 Obviously considered layout but dull
3-4 Minimal consideration of layout
1-2 Thrown together

| | **1** | |

WEIGHTING   MARK

100

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Student Name Presenter

15% of the total mark will be for the presentation: WEIGHTING/MARK

	Weighting	Mark
FEEDBACK AND INTERACTION WITH AUDIENCE 9-10 Star quality 7-8 Seriously good 5-6 Engaged 3-4 Interested 1-2 not good	1	
EYE CONTACT 9-10 excellent 7-8 Seriously good 5-6 good 3-4 ok 1-2 poor	1	
CONFIDENCE 9-10 excellent 7-8 Seriously good 5-6 good 3-4 ok 1-2 poor	1	
BELIEVABLE PERFORMANCE 9-10 totally convincing 7-8 pretty convincing 5-6 quite convincing 3-4 sort of ok 1-2 I really don't think so	1	
ORGANIZATION 9-10 excellent correlation between text/visuals and delivery 7-8 very good ditto 5-6 good ditto 3-4 reasonable 1-2 adequate	1	
PRESENTATION 9-10 Clear layout with intelligent use of visual material 7-8 Clear layout with adequate use of visual material 5-6 Obviously considered layout but dull 3-4 Minimal consideration of layout 1-2 Thrown together	1	
USE OF IMAGES 9-10 excellent 7-8 Seriously good 5-6 good 3-4 ok 1-2 poor	1	

Student Marker 1 _____

Student Marker 2 _____

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