



Module Specification

Making of Place

Version: 2023-24, v1.0, 03 Dec 2021

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	5
Part 4: Assessment.....	6
Part 5: Contributes towards	8

Part 1: Information

Module title: Making of Place

Module code: UBLLVU-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Environment & Technology

Department: FET Dept of Architecture & Built Environ

Partner institutions: None

Field: Architecture and the Built Environment

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module is a core element of the history streams for the degree programmes to which it contributes; as such it provides important cultural contexts and understandings of theoretical approaches to thinking about place to first year students of town planning and architecture.

Features: Not applicable

Educational aims: See learning outcomes.

Outline syllabus: The syllabus covers the main ideas and forces that explain the development of place. The teaching programme that delivers this syllabus will, for the most part, be chronological and an emphasis will be given to the more recent past.

Introduction; a brief timeline of urban development, introducing students to the main periods of urban growth. This will ensure that students have an appropriate vocabulary and understanding to describe the history of urban development both internationally and in the UK. Many students following this course have not studied the subject previously and this introduction is essential to develop the context for studying planning and architecture through the themes that follow.

Power and Place; the role of democracy, imperialism, politics, defence, religion and other models of power and law in shaping place through time, including present day agencies (eg governments and governance).

Trade and Place; the influence of trade, past and present, in the distribution of towns and cities and the form of cities eg medieval Venice, C18 Bristol, C20 Europe, C21 financial quarter of London and modern China.

Education and Place; the role of thinking and discovery, from the early university towns (eg Bologna, Oxford) through to the Grand Tour and Enlightenment, the red brick universities and to modern campus developments and centres of discovery (eg Silicon Valley)

Art and Place; the Renaissance (c14-16) and its influence (eg Covent Garden), the landscaped place (c17-18), the aesthetic (C18 Georgian, C19 Paris, Vienna) the city beautiful movement (c19-20), conservation movements (eg National Trust, English Heritage). The depiction of place in art (eg Lowry).

Industry and Place; the increase in industrial output in C19 and the urban problems it caused, leading to the birth of modern town planning. The first part of this theme deals with the UK, US and western Europe during the Industrial Revolution, the second part explores the more recent development of industry in the Far East and

South America.

Housing and place; the fundamental need for housing is explored through time. The theme covers the spread of cities outwards, suburbia, housing standards, council housing, apartments as opposed to houses and recent regeneration of inner cities.

Post-Industrial Places; how the form of towns and cities of the developed world have responded to the challenges of global change in manufacturing. Out of town (eg Edmonton), edge cities (eg Detroit), the city of leisure (Disneyland) etc...are covered.

Movement and Place; an exploration of how the need for goods and people to move has meant the reshaping of place over time and now places great demands on urban areas around the world. This section of the module covers travel by air sea, train, car and foot.

Utopian Place; the forces and people (eg Ebenezer Howard) that have sought to counter the accepted way in which places have developed: eg philanthropic housing, garden cities, new towns, kibbutz and the key thinkers behind them.

Healthy Places; today's awareness of climate change and the way in which good planning and architecture can improve health are playing a major part in developing new ideas for urban development. The city of today and tomorrow as a different paradigm.

Planning History since 1947; whilst the whole module explores the way in which places have been planned this theme particularly focuses on the development of planning systems in western Europe, and the UK in particular, as a response to the problems of the Industrial Revolution and the aftermath of World War 2. The reasons for establishing a planning system in 1947 and the key players involved are explained. The history of that system and the places it produced through the 1950s until the present day is handled in some detail (incl the influence of strategic scale planning, public participation, conservation, urban regeneration eg London Docklands and sustainability agendas eg eco-towns)

Theories of Planning; this theme will help students contextualise other elements of the course. It is embedded throughout but includes geographical understanding of place and the move of planning from being almost entirely a discipline concerned with the physical form of place to one that is more social, political and environmental. This change has had a deep impact on the way planners and architects perceive the development of new places and who they are for.

Skills; to work with conviction planners and architects need a professional and academic vocabulary of place. They need to be able to communicate their ideas in writing and visually. The course encourages that and part of it will be given over to explicitly developing those skills: reading, writing and visual presentation which are essential in both disciplines.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures, demonstration master-classes, workshops, film.

Independent learning includes essential reading, assignment preparation and completion etc, site visits to local towns and cities (eg Bath, Bristol). Communication skills development.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Describe the chronology of urban development in a manner that relates to the disciplines of planning and architecture

MO2 Explain the cultures, contexts, thinking, ideas and movements that have influenced the form and function of towns and cities over time

MO3 Show a sound understanding of the historical and cultural development of urban design and planning and its role in shaping places

MO4 Describe and explain basic concepts and theories of urban design and planning in so far as they relate to understanding place

MO5 Use a variety of methods of communication (visual and written) to analyse and contextualise place as appropriate for the disciplines of planning and architecture

MO6 Show a grasp of a wide range of appropriate academic reading on the subject matter of the module

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ubl/vu-30-1.html) via the following link <https://uwe.rl.talis.com/modules/ubl/vu-30-1.html>

Part 4: Assessment

Assessment strategy: The course is assessed by a short examination in January and a project submitted at the conclusion of the module in April / May.

The January exam is chosen so as to enable the students to demonstrate an early grasp of chronology, and that they can engage in a short piece of essay writing. It gives students an early indication of ability and application. The exam in January spreads assessment out evenly rather than end loading it.

The project allows students to demonstrate: engagement with the module throughout the year, a complete grasp of the material covered and the mastering of a range of communication and academic skills. For each of the themes of the syllabus students will be expected to produce work in an ongoing manner that demonstrates, by using the results of their own reading and researches and not simply reproducing the classroom sessions, that they have understood the ideas of that theme. These

pieces will build up throughout the year and be compiled into a portfolio. Students will need to demonstrate that they have a grasp of different visual and communication skills in presenting the work. As appropriate the portfolio will include short pieces of reflective and critical writing that will be used to show that students have engaged with reading and thinking about place.

All work is individual, there is no group work.

Re-sit work will follow the same broad format but so that students will not simply be able to 'make good' a poor submission it will include an new piece of critical writing. It is important that students demonstrate week by week engagement with the module and this strategy encourages a pass at first sitting by not making the re-sit brief simply an easier version of the original.

Assessment tasks:

Examination (Online) - Component A (First Sit)

Description: Online exam (24 hour window)

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Project - Component B (First Sit)

Description: Project – portfolio of drawings (includes short pieces of critical writing)

Pass/Fail

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Project - Component B (Resit)

Description: Project – portfolio (includes short pieces of critical writing and different to that of the first sit)

Pass/Fail

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Examination (Online) - Component A (Resit)

Description: Online exam (24 hours)

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study: