



Module Specification

Histories and Theories of Architecture

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Part 1: Information

Module title: Histories and Theories of Architecture

Module code: UBLMD1-15-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Environment & Technology

Department: FET Dept of Architecture & Built Environ

Partner institutions: None

Delivery locations: Frenchay Campus, Global College of Engineering and Technology (GCET)

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: This module extends students' knowledge and understanding of architectural history and theory and broadens the scope of this analysis to include cultural contexts and theoretical approaches to thinking about place. The module aims to analyse and interpret architectural precedents through the urban and cultural

forces that inform them; and conversely reflect on the impact that an architectural intervention may have to a culture and place.

Features: Not applicable

Educational aims: The module will develop an ability to evaluate evidence, arguments and assumptions in order to make and present sound judgements within a structured discourse relating to architectural history, theory and urbanism.

The module encourages the development of visual and written literacy and the development of an academic argument that may include a range of media and methods of communication. To this end the module delivery concentrates on students developing the discipline of diagramming, critical reading and note-taking. The teaching leads on to the development of a structured piece of critical writing that is supported by the students' individual research.

Outline syllabus: The module will contribute to students' knowledge and understanding of the cultural, social and intellectual histories, theories and technologies that influence the making of place and how these cultural and urban forces have influenced architectural design.

The module will explain a brief chronology of place-making. It will introduce students to the main periods of urban growth and connect this to the architectural typologies central to each period. This will ensure that students have an appropriate vocabulary and understanding to describe the history of urban development both internationally and in the UK. This introduction is essential to develop the context for a thematic analysis of key influences and forces on the formulation of architecture and place. Appropriate themes may include:

-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.

-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)

Students are required to provide themselves with a sketchbook for exclusive use in this module. Great emphasis is placed on attendance at lectures so that students can learn the discipline of recording visual information (sketching) from the pace of projected slides and commentaries. This book should also be seen as a repository for note-taking and reflection on readings associated with the course.

The written element will give students experience in making a piece of properly referenced academic writing that engages with the discipline of architectural and urban history, and which reflects on this discipline's relevance to design today

Part 3: Teaching and learning methods

Teaching and learning methods: The module's learning outcomes can be achieved through attendance at the lectures, and recommended background reading. Attendance at lectures is actively encouraged so that students can be part of a learning discourse.

The activity of recording visual notes (sketching) during the lectures is regarded as a key method for attaining a knowledge and understanding of the material. It is hoped that the module will encourage students' independent interest in this key subject area, which will be manifested through independent visits to buildings and wider scholarship, although neither of these activities will be expected or assessed.

Students will be given guidance on how their final piece of writing can be of relevance to this module, and their design studio. This guidance will, where possible, also be given during formative studio assessments.

It is stated above that the process of making visual and written notes is important in learning and understanding the architectural humanities. The individual sketch book has been chosen as an appropriate vehicle for developing this skill, and the completed sketchbooks are formally assessed as an element of the overall module assessment.

The essay forms an essential part of each award's development of skills in academic writing and scholarship. It is concerned with demonstrating an understanding the history of architectural place-making.

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

MO1 Explain the cultures, contexts, thinking, ideas and architectural movements that have influenced the form and function of towns and cities over time.

MO2 Describe and explain basic concepts and theories of urban design and planning in so far as they relate to understanding place.

MO3 Use a variety of methods of communication (visual and written) to analyse and contextualise place as appropriate for the disciplines of planning and architecture.

MO4 Demonstrate an understanding of the chronological and thematic relationships between an urban conception of place and the architectural interventions that contribute to that conception.

MO5 Develop an element of academic research in the architectural humanities and present this as a structured argument.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 128 hours

Face-to-face learning = 32 hours

Total = 160

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ublmd1-15-2.html) via the following link <https://uwe.rl.talis.com/modules/ublmd1-15-2.html>

Part 4: Assessment

Assessment strategy: Strategy:

The module develops a student's ability to take a position on the qualities of design, histories and cultures that inform a building or place and formulate an argument, supported by visual analysis and secondary research, on that position. In support of these aims the student develop skills in design analysis through drawing and diagramming, and in structuring an argument – usually through written work – to communicate their view of a work of architecture. The assessment strategy tests these developing abilities in two ways. Firstly, the students are asked to develop an individual sketchbook as an assessed element of the module. This sketchbook will include visual notes of the lectures and material presented and is to demonstrate:

- Evidence of attendance and engagement at the lectures and seminars.
- ability to understand and analyse the image that has been presented, rather than copying an image photographically.
- care in presentation and development of technique.

Assessment:

Portfolio - The development of a sketchbook is an appropriate method of assessment because it asks the student to engage in a design research activity that is central to the academic discipline of architecture – that is succinct visual note-taking and diagrammatic analysis. This also supports the professional development of the student's skill set as, in practice, note-taking of this nature is used to record design and technical information as part of a design process.

Written Assignment (Essay) - The development of a substantiated argument, usually presented for assessment as a written essay, forms an essential part of each award's development of skills in academic writing and scholarship. It is concerned with demonstrating an understanding of how architectural history and theory and the use of historical precedent is a vital tool in the design process, and that reading works of historical stature is an essential skill for designers today. Practice in this form of writing supports the student's preparation to write extended research based studies in future studies.

Resit Portfolio - a similar brief to that described above, which may include some topic changes.

Resit Written Assignment (Essay) - a similar brief to that described above, which may include some topic changes.

Assessment components:

Portfolio (First Sit)

Description: Annotated sketchbook (1,500 words with illustrations)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (First Sit)

Description: Illustrated essay (2,500 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

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

Portfolio (Resit)

Description: Annotated sketchbook (1,500 words with illustrations)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: Illustrated essay (2,500 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

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

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Architecture and Environmental Engineering [Sep][FT][Frenchay][4yrs] BEng (Hons)
2022-23

Architecture [Frenchay] BSc (Hons) 2022-23

Architectural Technology and Design [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Architecture and Planning [Sep][FT][Frenchay][4yrs] BA (Hons) 2022-23

Architectural Technology and Design [Frenchay] BSc (Hons) 2022-23

Architectural Technology and Design [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-
23

Interior Architecture [Frenchay] BA (Hons) 2022-23

Architecture and Planning [Frenchay] BA (Hons) 2022-23

Architecture and Environmental Engineering [Frenchay] BEng (Hons) 2022-23

Architectural Technology and Design {Foundation} [Sep][SW][Frenchay][5yrs] BSc
(Hons) 2021-22

Architecture and Environmental Engineering {Foundation} [Sep][SW][Frenchay][6yrs]
BEng (Hons) 2021-22

Architecture and Planning {Foundation} [Sep][FT][Frenchay][5yrs] BA (Hons) 2021-22

Architectural Technology and Design {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Architectural Technology and Design {Foundation} [Oct][FT][GCET][4yrs] BSc (Hons) 2021-22

Architectural Technology and Design {Foundation} [Feb][FT][GCET][4yrs] BSc (Hons) 2021-22

Architecture and Environmental Engineering {Foundation} [Sep][FT][Frenchay][5yrs] BEng (Hons) 2021-22

Architecture {Foundation} [Sep][FT][Frenchay][4yrs] - Withdraw BSc (Hons) 2021-22

Interior Architecture {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Interior Architecture {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-22