

| Module Details | |
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| Module Title | Architecture in Global Contexts |
| Module Code | CSE4005-B |
| Academic Year | 2022/3 |
| Credits | 20 |
| School | Department of Civil and Structural Engineering |
| FHEQ Level | FHEQ Level 4 |

| Contact Hours | |
|--------------------------------|-------|
| Type | Hours |
| Directed Study | 128 |
| External Visits | 3 |
| Seminars | 34 |
| Lectures | 20 |
| Practical Classes or Workshops | 15 |

| Availability | |
|--------------|--|
| Occurrence | Location / Period |
| BDA | University of Bradford / Academic Year |

Module Aims

Traditionally, modules dealing with the history and theory of Architecture have been strongly rooted in the development of Western Architecture and its impact. This module overturns traditional approaches in a programme of study which recognises the need for a decolonised, global approach. Students will become aware of the importance of many global contexts in understanding the development of architectural technologies, theories, and aesthetics over time. Vernacular architecture will be explored along with influential edifices and environments of the past and present. Students will recognise the intellectual, ethical, and aesthetic implications of current and developing technological advancements and their role in meeting the future needs of individuals in specific places in the world. The contextual understanding developed in this module will equip students with the kind of global awareness and outlook necessary to be able to contribute to cutting-edge, climate responsive and inclusive architectural practices of the future.

Placed in the first year of academic study, this module provides the necessary theoretical underpinning for studio-based design activity. Using lectures as a starting point, students will begin self-directed research-based learning to explore the relationship between architecture and culture, environment, climate, economics, resource availability, technological advancements, and population dynamics. Students will develop verbal, visual and research skills which will be utilised when compiling, annotating, and presenting findings in coursework assessments. The module will embrace the latest thinking in teaching and learning practice. There will be elements of choice when undertaking thematic research and this will extend to a degree of freedom in how students choose to present and analyse their findings. These strategies will enable students to develop the appropriate learning autonomy early in the student journey preparing them for later activity in the programme and beyond graduation.

Outline Syllabus

Study for this module is focussed on the interplay between social, political, economic and climatic contexts and technological, aesthetic and theoretical developments in global architecture.

Content covers:

- Architectural Structures in Pre-history
- Architecture of Ancient Greece/Rome
- Architecture of India, China, and Japan
- Early Islamic Architecture
- Early Christian Architecture
- Renaissance, Baroque, Neoclassical, Gothic Western Architecture
- Indigenous and Vernacular Architecture (Americas, Africa, Asia, Australasia, Europe)
- Global Modernist Architecture
- Global Post Modern Architecture
- Contemporary Global Vernacular Architecture
- Architecture, Power and Identity
- Architecture and Sustainability

The module allows students to develop academic and graduate attribute skills. Research enquiry skills are developed when investigating some of the above areas in depth. Critical analysis skills are developed when selecting and communicating pertinent information and when defending thematic patterns. Academic writing and communication skills are developed in a range of circumstances where findings are required to be presented. Technical drawing and model making skills are developed whilst investigating and communicating key architectural principles and features. Enterprise skills are developed in group activities where group collaboration and management is required.

| Learning Outcomes | |
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| Outcome Number | Description |
| 01 | Demonstrate the interplay between global contexts and technological and aesthetic developments in architecture pre-1900. |
| 02 | Define key architectural technologies, theories, and aesthetic approaches in specific global contexts post- 1900. |
| 03 | Locate, select, and appraise information relating to the themes of the module. |
| 04 | Demonstrate a range of verbal and visual communication skills relating to the themes of the module. |

| Learning, Teaching and Assessment Strategy |
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| <p>Learning and teaching methods are carefully selected to enable students to navigate through key learning requirements. Interactive lectures will act as a springboard for enquiry-led research and discussion. Seminars will provide the opportunity for regular student presentations and foster knowledge acquisition through the sharing of information in a variety of student choice formats.</p> <p>A structured timetable of outputs will help students work towards fixed deadlines thereby developing the necessary professional and process skills for work beyond graduation. Practical 'hands-on' activities will encourage students to experiment with a variety of communication methods to showcase critical investigation and findings. Regular formative presentations of work will enable students to explore a range of manual, verbal, visual, oral, and digital processes to share findings with peers, including any learning resulting from experiment failure.</p> <p>Summative assessment will be enquiry-led submissions showing that students are able to locate, select, and appraise information relating to the themes of the module. Presentation of portfolio work will demonstrate that students have demonstrated the interplay between global contexts and technological and aesthetic developments in architecture pre-1900 as well as be able to define key architectural technologies, theories, and aesthetic approaches in specific global contexts post 1900. Work submitted for summative assessment portfolios will be selected by students in dialogue with their tutors and will be chosen to reflect a robust working process as well as key findings to meet the learning outcomes. Students will explore a range of verbal and visual communication skills. They will be able to choose their final presentation methods and tools to meet the required grading criteria, as it is recognised that students have different communication preferences.</p> |

| Mode of Assessment | | | |
|--------------------|--------------|---|-----------|
| Type | Method | Description | Weighting |
| Summative | Presentation | Present (15 minutes or 2000 words) portfolio showing timeline relating to global architecture and pre-1900 contexts | 40% |
| Summative | Presentation | Present (20 minutes or 2500-3000 words) portfolio tracing a specific theme post-1900 to the present day | 60% |

| Reading List |
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| To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html |

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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