

TITLE OF SCHEME OF STUDY: BSc in Architectural Studies
MODE OF STUDY: Full-time
TYPE: Single Honours
YEAR: Two

STRUCTURE

ROUTE ONE:

In the Autumn Term, Candidates shall be required to pursue:
All modules in Group One and Two.

In the Winter Term, Candidates shall be required to pursue:
All modules in Group One and Three.

MODULES

Module Code Number	Pre-requisite Module Code(s)	Pre-Assessment U: University C: College	Module Title	Term in which Module starts	Duration of Module in Terms	Level	Number of Credits
GROUP ONE							
AR2001	C		Architectural Design 2	A	3	2	80
AR2002	C		Architectural Technology 2	A	2	2	20
GROUP TWO							
AR2003	C		Western Architecture 1835-1939	A	1	2	10
GROUP THREE							
AR2004	C		Cities & Landscapes	W	1	2	10

FOOTNOTES:

Assessment: C = Contributes to final degree award DNC = Does NOT Contribute to final degree
Award Term(s) = A = Autumn W = Winter S = Spring AS = Autumn and Spring A/S = Autumn or Spring
O = Other

*Some modules have special requirements (pre-requisites, co-requisites or pre-cursors).
Full details of any such requisites can be obtained by reference to your departmental module description.

SCHEDULE OF ASSESSMENT 2008/2009
BSc Year Two (Full Time)
MODULES

Module Title:	ARCHITECTURAL DESIGN 2	Autumn Winter & Spring Terms
Module Code:	AR2001	Level: 2
No. of Credits:	80	Size of Module: double
Method of Assessment:	100% Project Work NO marking by numbers	

Module Title:	Architectural Technology 2	Autumn & Winter Term
Module Code:	AR2002	Level: 2
No. of Credits:	20	Size of Module: double
Method of Assessment:	50% Class Test 50% Coursework Marking by numbers in Class Test only	

Module Title:	Cities & Landscape	Winter Term
Module Code:	AR2004	Level: 2
No. of Credits:	10	Size of Module: Single
Method of Assessment:	100% Class test Marking by numbers	

Module Title:	Western Architecture 1835-1939	Autumn Term
Module Code:	AR2003	Level: 2
No. of Credits:	10	Size of Module: single
Method of Assessment:	80% Essay 20% Presentation NO marking by numbers	

MODULE DESCRIPTION

Module Code:	AR2002		
Module Title:	ARCHITECTURAL DESIGN 2		
School Responsible:	ARCHI		
Module Tutor:	Mhairi McVicar		
Number of Credits:	80	Level:	2
Term::	Autumn, Winter & Spring	Number of Terms	3

Prerequisite Modules:	Code:	Title:
None		

Precursor Modules:	Code:	Title:
None		

Co-Requisite Modules:	Code:	Title:
None		

Other Prerequisites:	None
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Schemes of Study For Which This Module Is <i>Compulsory</i> :			Schemes of Study For Which This Module Is <i>Optional</i> :		
Title of Scheme:	JACS Code:	Years:	Title of Scheme:	JACS Code:	Years:
BSc in Architectural Studies		2			
Module to be offered on a Free-Standing basis?			No		
Please identify any additional restrictions to Free-Standing status:					

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

To deepen students' awareness of the intellectual and pragmatic foundations of architecture and to extend their design and study skills.

To explore place-making, with emphases on both place and making.

To promote architectural design as a research activity, encouraging students to investigate through their design work: design ideas, precedent, 'type' and 'taxonomy', urban context, materials, construction, environmental design, building services, accessible design, building products &c.

To extend the students' ability to communicate graphically and orally

To enable group working and encourage a collaborative ethos

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should be able to

understand and demonstrate skills in the following aspects of architectural design:

- ideas generation and place-making
- appreciation of experiential and technical consequences resulting from choices of particular material, constructional and structural strategies
- analysis of architectural precedent and ideas
- analysis of urban context
- presentation – drawn, verbal and computer-aided
- site planning on sites with varying density
- applying appropriate spatial ordering, structure, construction, environmental design and strategy for services drawing on an appropriate vocabulary of precedent.

Knowledge and Understanding:

See above

Intellectual Skills:

See above

Discipline Specific (including practical) Skills:

See above

Transferable Skills:

See above

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

The teaching method is 'learning-by-doing'. Design, following specific project briefs, is taught through iterative individual and group tutorials with key stage reviews. The activity of design involves the development of skills and understanding through an integration of the learning outcomes.

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

Successful design project work, well presented, will demonstrate clearly integrated resolution of the learning outcomes.

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment: 0 %

Semester in which Written Examination is to be Scheduled :

Duration of Examination: hrs

In-course Assessment: Percentage Contribution to the Module Assessment: 100 %

May include:

Project Work: 100

Dissertation:

Laboratory Work:

Field Work:

Class Test:

Coursework:

(e.g. one or more essay)

SYLLABUS CONTENT:•

Appreciation of what can constitute an architectural idea

- Relationships between structure, construction and spatial order
- Choice of appropriate material, constructional and structural strategies
- Daylighting
- Dimensional co-ordination
- Hierarchies of public/private space
- Design in a variety of contexts
- Frameworks for understanding and analysing architecture
- Mixed volume building
- Contextual design
- Internal-external relationships
- Basic environmental strategies
- Exploring presentation methods

INDICATIVE READING LIST:

Reading should take the form of self-led individual research into questions raised by specific issues that a student is tackling through design: technical, theoretical or with regard to particular precedent. Individual students will develop personal reading lists following their own ideas in discussion with project tutors.

Students should keep up with the following journals on a regular basis: The Architects' Journal; Architectural Review; Architecture Today; Building Design; Detail; arq

ARCHITECTURE AND MAKING

Richard Weston, *Materials, Form and Architecture*, London, Lawrence King, 2003.
Mohsen Mostavfi and David Leatherbarrow, *On Weathering*, London, MIT Press, 1993.
Kenneth Frampton, *Studies in Tectonic Culture*, London, MIT Press, 1995.
David Leatherbarrow and Mohsen Mostavfi, *Surface Architecture*, London, MIT Press, 2002.
Steven Spier, *Swiss Made*, London, Thames & Hudson, 2004.
Junichiro Tanizaki, *In Praise of Shadows*, London, Vintage, 2001.

HOW ARCHITECTURE MANIPULATES HUMAN EXPERIENCES

Kent Bloomer and Charles Moore, *Body, Memory and Architecture*, London, Yale University Press, 1977.
Charles Moore & Gerald Allen, *Dimensions*, New York, Architectural Record Books, 1976.
Juhani Palasmaa, *Eyes of the Skin: Architecture and the Senses*, London, Academy Editions, 1996.
Peter Zumthor, *Thinking Architecture*, Baden, Lars Müller, 1998.
Christopher Alexander, *The Timeless Way of Building*, Oxford, Oxford University Press, 1977.
Vitruvius, *The Ten Books on Architecture*, trans. Morgan M.H., London, Dover, 1961.

ARCHITECTURAL DRAWING

Tom Porter, *Selling Architectural Ideas*, London, E&FN Spon, 2000.
Nils Ole Lund, *Collage Architecture*, Berlin, Ernst and Sohn, 1990.
ed. Louise Rogers, *The Art of the Process*, London, Builder Group, 1993.
David Gosling, Gordon Cullen, London, Academy Editions, 1996.
ed. Werner Blaser, *Norman Foster: Sketches*, Basel, Birkhauser, 1992.
Jan Kaplicky, *For Inspiration Only*, London, Academy Editions, 1996.
Dalibor Vesely, *Architecture in the Age of Divided Representation*, London, MIT Press, 2004.

EXPERIENCES OF PLACES

Steen Eiler Rasmussen, *Experiencing Architecture*, Cambridge (Mass.), MIT Press, 1964.
Gaston Bachelard, *The Poetics of Space*, trans. Jolas M., Boston, Beacon Press, 1994.
Georges Perec, *Species of Spaces and Other Pieces*, London, Penguin, 1997.
John Berger, *Ways of Seeing*, London, BBC, 1972.
Edward Said, *Out of Place*, London, Granta, 1997.

NATURE, THE ENVIRONMENT AND SUSTAINABILITY

Edwards B. and Turrent D. (eds.) *Sustainable Housing: Principles and Practice*, London, Spon, 2000.
Vale, B. and Vale, R., *The New Autonomous House: Design and Planning for Sustainability*, London, Thames & Hudson, 2000.
Susannah Hagan, *Taking Shape: A New Contact Between Architecture and Nature*, London, Architectural Press, 2001.
Sarah Menin and Flora Samuel, *Nature and Space: Aalto and Le Corbusier*, London, Routledge, 2003.
C.J. Lim, *How Green is Your Garden?*, Chichester, Wiley, 2003.
Lerner, S., *Eco-Pioneers, Practical Visionaries Solving Today's Environmental Problems*, London, MIT Press, 1998.

HOW ARCHITECTURAL EDUCATION IN UNIVERSITY RELATES TO PRACTICE

Mark Crinson and Jules Lubbock, *Architecture: Art or Profession?*, Manchester, MUP, 1994.
Cuff D., *Architecture: The Story of Practice*, London, MIT Press, 1991.
Rainer Maria Rilke, *Letters to a Young Poet*, trans. Herder Norton M.D., London, W.W. Norton, 1954.

THE INTELLECTUAL CONTEXT IN WHICH ARCHITECTURE IS DONE

Jostein Gaarder, *Sophie's World*, London, Phoenix, 1996.
Thomas A. Markus and Deborah Cameron, *The Words Between the Spaces: Buildings and Language*, London, Routledge, 2002.
Andrew Ballantyne, *What is Architecture?*, London, Routledge, 2002.
Jonathan Hale, *Building Ideas: An Introduction to Architectural Theory*, Chichester, John Wiley, 2000.
Adrian Forty, *Words and Buildings*, London, Thames and Hudson, 2000.
ed. Sarah Menin, *Constructing Place*, London, Routledge, 2003.
Edward Casey, *The Fate of Place: A Philosophical History*, London, University of California Press, 1997.
ed. Neil Leach, *Rethinking Architecture: A Reader in Critical Theory*, London, Routledge, 1997.

RELATIONSHIPS BETWEEN ARCHITECTURE AND WESTERN SOCIETY

Stuart Brand, *How Buildings Learn: What Happens After They're Built*, New York, Viking, 1994.
Ann Cline, *A Hut of One's Own: Life Outside the Circle of Architecture*, London, MIT Press, 1997.
Beatriz Colomina, *Privacy and Publicity: Modern Architecture as Mass Media*, Cambridge (Mass.), MIT Press, 1994.
ed. Jane Rendell, Barbara Penner, Iain Borden, *Gender, Space, Architecture: An Interdisciplinary Introduction*, London, Spon, 2000.

CATALOGUE ENTRY:

This module will develop architectural design ability. Design projects will introduce a variety of building types at increasing scale on sites of different density. Major issues to be addressed will include: place-making (with emphases on both place and making); consequences of exploring architectural ideas and; physical, social and intellectual contexts of architecture. Assessment: Project Examination.

MODULE DESCRIPTION

Module Code:	AR2002		
Module Title:	ARCHITECTURAL TECHNOLOGY 2		
School Responsible:	ARCHI		
Module Tutor:	Ian Knight		
Number of Credits:	20	Level:	2
Term:	Autumn and Winter	Number of Terms:	2

Prerequisite Modules:	Code:	Title:
None		

Precursor Modules:	Code:	Title:
None		

Co-Requisite Modules:	Code:	Title:
None		

Other Prerequisites:	None
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Schemes of Study For Which This Module Is <i>Compulsory</i> :			Schemes of Study For Which This Module Is <i>Optional</i> :		
Title of Scheme:	JACS Code:	Years:	Title of Scheme:	JACS Code:	Years:
BSc Architectural Studies		2			
Module to be offered on a Free-Standing basis?			No		
Please identify any additional restrictions to Free-Standing status:					

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

This module introduces students to the architectural technologies and techniques necessary to create medium-span buildings; multi-storey housing and library/school scale buildings. It extends the concepts of designing for technical performance whilst maintaining and improving the connections between design creativity and technique in architectural design.

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should (be able to):

Knowledge and Understanding:

- Explain how various medium-span structural systems function, from the foundations upwards
- Produce construction details illustrating stretched domestic scale and medium scale commercial construction
- Use manual, computer and physical modelling techniques to predict the likely physical and energy performance of their building designs
- Understand the implications of site, plan and form for ventilation, daylight, fire, passive solar design and window design strategies
- Know the basic principles behind steel and timber frame and crosswall housing design
- Know the basic principles behind designing for Fire Safety in buildings
- Understand the design of stairs
- Understand the design of roof junctions
- Understand how to control noise in residential buildings
- Know how to calculate U-values and condensation risk
- Calculate the Energy Use implications of a design
- Know the current and proposed use of energy rating systems
- Evaluate a scheme design according to given Sustainability Design Profile categories.
- Produce a water and waste strategy showing how a design deals with rainwater, sewage and greywater.
- Use the artificial sky and heliodon facilities to explore and analyse the light conditions created in their designs.
- Use the computer programme ECOTECT to assess the daylighting and acoustic performance of their designs.
- Know the principles governing the use of daylight and artificial light within a design to produce certain lighting conditions and effects.
- Know the principles governing the design of heating systems for medium span spaces
- Know the principles governing the acoustics of a space.
- Understand how to manually undertake a Reverberation Time calculation for a space
- Understand how to assess whether a scheme meets Parts L1 and L2 of the Building Regulations.
- Undertake a Part M accessibility audit
- Be familiar with the Building Regulations and Standards, and the role they play in design.

Intellectual Skills:

- formulate an appropriate basic technical response to a medium scale building design brief

Discipline Specific (including practical) Skills:

- apply this knowledge and understanding in their own designs.

Transferable Skills:

- an increasing ability to solve design problems involving a number of sometimes conflicting variables
- an increasing ability to integrate arts and science techniques to solve problems
- basic CAD computational competence in a variety of packages
- ability to present information using a variety of visual methods
- ability to verbally present an argument in support of their designs
- ability to use library and other information sources to ascertain required information

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

The module material will be delivered and reinforced through a series of techniques, including formal lectures, group design tutorials, computer-based analysis packages, technical requisites, and design performance assessment weeks.

Each of the delivery methods has been tailored specifically for each part of the course to maximise student learning within the resources available.

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

One of the primary aims of the module is to enable the students to apply the knowledge, skills and understanding gained in their Architectural designs. Therefore the overall ability of the students to synthesise the course into usable design information is tested and demonstrated in their concurrent Architectural Design 2 module.

This demonstration forms the Architectural Technology 2 module in-course assessment element, and is undertaken in such a manner that it integrates with the concurrent Architectural Design 2 module, such that both modules benefit from the synergies to be had.

The Class Test part of the assessment tests the student's ability to present a coherent written argument and response to a series of technically based questions.

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment:	%
Semester in which Written Examination is to be Scheduled :	
Duration of Examination:	hrs
In-course Assessment: Percentage Contribution to the Module Assessment:	100 %
Project Work:	
Dissertation:	
Laboratory Work:	
Field Work:	
Class Test:	50% of the in-course assessment will be via a 3 hour Class Test
Coursework: <i>(e.g. one or more essay)</i>	50% of the in-course assessment will be via design related course work

SYLLABUS CONTENT:

To be confirmed at the start of the module

INDICATIVE READING LIST:

To be confirmed at the start of the module

CATALOGUE ENTRY:

MODULE DESCRIPTION

Module Code:	AR2003 (For ARCHI students) AR2203 (for CPLAN students)		
Module Title:	WESTERN ARCHITECTURE 1836-1939		
School Responsible:	ARCHI		
Module Tutor:	Kathryn Wilkinson		
Number of Credits:	10	Level:	2
Term:	Autumn	Number of Terms:	1

Prerequisite Modules:	Code:	Title:
None		

Precursor Modules:	Code:	Title:
None		

Co-Requisite Modules:	Code:	Title:
None		

Other Prerequisites:	None
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Schemes of Study For Which This Module Is <i>Compulsory</i> :			Schemes of Study For Which This Module Is <i>Optional</i> :		
Title of Scheme:	JACS Code:	Years:	Title of Scheme:	JACS Code:	Years:
BSc in Architectural Studies		2			
Module to be offered on a Free-Standing basis?			Yes		
Please identify any additional restrictions to Free-Standing status:					

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

For students to develop a knowledge of nineteenth and early twentieth century western architectural history and to make connections between it and current debates in architecture. For students to investigate the relationship between architecture and certain ideological viewpoints. The ultimate aim of the module is to make students more knowledgeable and critical, traits that will help them in their work as designers.

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

On completion of the module a student should be able to:

- Demonstrate the following:

Knowledge and Understanding:

- of the main developments in the history of European and North American architecture during the nineteenth and early twentieth centuries.
- of the ideological viewpoints of some of the main chroniclers of the modern movement.
- of methodological issues in the writing of history

Intellectual Skills:

- The ability to be critical in the reading of texts and images
- The ability to set up and test an argument

Discipline Specific (including practical) Skills:

- Practice in the analysis of architecture according from different methodologies or viewpoints

Transferable Skills:

- The ability to write a clear, well structured essay with appropriate references
- Practice in selecting and laying out images to back up argument presented in essay.
- Practice in research using both library and on-line facilities.
- Practice in debating

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

Lectures - appropriate for introducing a large group of students to a large expanse of historical information using limited resources

Private study – suggested reading associated with lectures to encourage additional personal engagement with the subject and the development of critical skills.

Tutorials –provide a forum for discussion and shared learning of issues pertaining to methodology. Tutors also assist students with the research and planning necessary to write an extended essay.

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

Class test 20% - provides evidence of the students' knowledge of the area of architectural history covered by the course.

Essay 80% - provides evidence of students' ability to write a clear, well structured, illustrated essay with appropriate references and images. It also provides evidence of their knowledge of the subject and their engagement with issues of methodology and critical awareness

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment: %

Semester in which Written Examination is to be Scheduled :

Duration of Examination: hrs

In-course Assessment: Percentage Contribution to the Module Assessment: 100 %

May include:

Project Work:

Dissertation:

Laboratory Work:

Field Work:

Class Test:

Coursework: 100%

(e.g. one or more essay)

SYLLABUS CONTENT:

Architectural History
Architectural Theory

INDICATIVE READING LIST: *

- Borden, I. & Dunster, D. (eds.) *Architecture and the Sites of History*, London: Butterworth, 1995.
Conrads, U., *Programmes and Manifestos on Twentieth Century Architecture*, London: Lund Humphries, 1970.
Forty, A. *Words and Buildings*, London: Thames and Hudson, 2000.
Hardy, A & Teymur, N., *Architectural History and the Studio*, London: Question, 1996.
Jenkins, K. (ed) *The Postmodern History Reader*, London: Routledge.
*Jenkins, K., *Re-Thinking History*, London: Routledge, 1991.
Markus, T.A., and Cameron, D., *The Words Between the Spaces* (London: Routledge, 2002).
Samuel, F. *Le Corbusier Architect and Feminist* (London: Academy, 2004).
Sokratis, G., Sigfried Giedion: *An Intellectual Biography*, Edinburgh: Edinburgh University Press, 1993.
Tournikiotis, P., *The Historiography of Modern Architecture*, Cambridge, MA: MIT, 1999.
Weston, R., *Modernism*, London: Phaidon 1996.
Whiteley, N., *Reyner Banham: Historian of the Immediate Future*, Cambridge, MA: MIT, 2001.

CATALOGUE ENTRY:

This module follows on from the Architectural History from prehistory to 1835. Through it students will develop their knowledge of the architectural history of Europe and North America from the early nineteenth century up to 1939. In the course of the module students will investigate the relationship between architecture and ideology and will develop their ability in critical analysis.

MODULE DESCRIPTION

Module Code:	AR2004		
Module Title:	CITIES AND LANDSCAPES		
School Responsible:	ARCHI		
Module Tutor:	Juliet Odgers		
Number of Credits:	10	Level:	2
Term:	Spring	Number of Terms:	1

Prerequisite Modules:	Code:	Title:
None		

Precursor Modules:	Code:	Title:
None		

Co-Requisite Modules:	Code:	Title:
None		

Other Prerequisites:	None
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Schemes of Study For Which This Module Is <i>Compulsory</i> :			Schemes of Study For Which This Module Is <i>Optional</i> :		
Title of Scheme:	JACS Code:	Years:	Title of Scheme:	JACS Code:	Years:
BSc in Architectural Studies		2			
Module to be offered on a Free-Standing basis?			Yes (ENGIN Students only)		
Please identify any additional restrictions to Free-Standing status:					

AIMS OF THE MODULE:

(Aims define the broad purpose of the module)

This module aims to:

- Introduce students to a range of historical and contemporary material illustrating some key themes in some traditions of urban design and landscape and garden design.
- **Explore issues of cultural meaning in urban design and landscape and garden design.**
- Explore issues of space, form and their relationship to aspects of use and cultural meaning.

LEARNING OUTCOMES OF THE MODULE

(Learning outcomes are statements of what a typical student is expected to know, understand and be able to do.)

The learning outcomes will be knowledge, understanding and skills in the following areas:

Students are expected to demonstrate knowledge of:

History and theory of architecture and urban design

The formal attributes of a number of key examples of the design of European cities, landscapes and gardens from antiquity to the present day.

Students are expected to demonstrate awareness and understanding of:

How ideas and cultural values and topography and other site conditions can influence the design of cities, landscapes and gardens.

The ordering of architectural and urban space and the ways in which they relate to use.

Students are expected to demonstrate skill in writing illustrated essays on exploring the knowledge and ideas presented in the syllabus.

Transferable Skills:

Understanding and recording spoken discourse.

Literacy in understanding visual images and relating them to verbal argument.

Essay writing.

METHODS OF TEACHING AND LEARNING:

(Include here a short overview of the learning and teaching methods employed in the module, demonstrating how these are appropriate for the curriculum content, aims and outcomes)

Lectures and private study.

ASSESSMENT:

(Description of how the assessment (both formative and summative) will enable a student to demonstrate achievement of the learning outcomes.)

The assessment of this module will be by Class Test. The questions will be set in such a way as to test the students on a range of issues in the curriculum relating to intellectual understanding of relevant ideas and acquirement of relevant knowledge.

METHOD(S) OF SUMMATIVE ASSESSMENT:

Written Examination: Percentage Contribution to the Module Assessment:	%
Semester in which Written Examination is to be Scheduled :	
Duration of Examination:	hrs
In-course Assessment: Percentage Contribution to the Module Assessment:	100 %
<i>May include:</i>	
Project Work:	
Dissertation:	
Laboratory Work:	
Field Work:	
Class Test:	100%
Coursework: (e.g. one or more essay)	

SYLLABUS CONTENT:

Introduction: Structure, Chronology and the problem of Completeness, Myths of origin. Eurocentric perspective. Ancient Civilisations – Ancient near East, China.	Rykwert, Idea of a Town. Classical Antiquity. – Myths of Origin - Rome, Athens, Empire.
Medieval City Renaissance City – Southern Renaissance, Northern Renaissance. Renaissance of what. Mercantile city, Brussels/ Amsterdam.	Gorden Cullen. Townscape. And other aesthetic/legibility tools.
Le Notre. Baroque City. Sixtus Vth Wren Plan.	Colin Rowe, Collage City, Fragment and Palimpsest.
Renaissance and Mannerist Garden – Edenic Garden, botanical garden, Villa D'Este	Privilege and communality. Prince of Wales - is this the new urbanism? Poundsbury etc.
Enlightenment. The problem of origins. English Landscape Garden. Bath. Paris. Lisbon. Speculative Development	Tourism, Heritage and aestheticisation
Industrial City. 19 th Century – Amsterdam, Barcelona, Paris, London.	Urban Sustainability
Modern Utopias: democracy, economics and the death of the centre. Broadacre City, Garden	Pragmatism, Utopia and the loss of Tradition. Learning from las Vegas Planning. Spitalfields case study. Rem Koolhaas and OMA - Big.
Modenist agenda – Ville Radieuse, Brutalism. Furturism	Urban Design USA, 1950's. Jane Jacobs, Lynch, Trancik, Norberg-Schultz
McHarg, Design with Nature.	Contemporary landscape Design
New Towns and/or Olympic Villages	Contemporary urban Design.

INDICATIVE READING LIST: *

Recommended reading

Alexander, C., The City is not a Tree, Architectural Forum, no 122, April/ May, 1965

Anderson S., People in the Physical Environment: The Urban Ecology of Streets, in S. Anderson (ed): On Streets, MIT Press, Cambridge, Mass., London, pp. 1-1.

Benevollo L. The History of the City, Scholar Press.

Broadbent G. emerging Concepts in Urban Space Design, E. and F. N. Spon.

Collins, George R. and Collins, Christiane Craseman - Camillo Sitte: the Birth of Modern City - Planning (which includes a translation of the 1889 edition of Sitte, Camillo - City Planning according to Artistic Principles), Rizzoli, New York, 1986.

Connor, James (ed.) - Recovering landscape : essays in contemporary landscape architecture, New York : Princeton Architectural Press, c1999.

Cullen, Gordon - Townscape, Architectural Press, London, 1961.

Curtis W. J. R. Modern Architecture since 1900, Phaidon

Edwards, Trystan - Good and Bad Manners in Architecture: an essay on the social aspects of Civic Design, Tiranti, London, 1944.

Ellin, N. - Postmodern Urbanism, Blackwell, Oxford, 1996.

Frampton K. Modern Architecture: a critical history, Thames and Hudson.

Jellicoe, G. and S. The Landscape of Man, Thames & Hudson.

Garreau, Joel., Edge city : life on the new frontier, New York : Anchor Books, Doubleday, 1992.

Hayden D, The Power of Place: Urban Landscapes as Public History, 1995

Hillier, B., Hanson J., The Social Logic of Space, Cambridge University Press, 1984.

Hillier B., Space is the Machine, Cambridge University Press, 1996

Nan Ellin, Editor, Architecture of Fear, Princeton Architectural Press, New York, 1997

Newman, O., Defensible Space, Architectural Press, London, 1972

Howard, Ebenezer - Garden Cities of Tomorrow, Faber and Faber, London, 1902.

Geddes, Patrick - Cities in Evolution, Williams and Norgate, London, 1915 (new edition 1949).

Jacobs, Jane - The Death and Life of Great American Cities, Penguin, Harmondsworth, 1972.

Koolhaas, R., - S, M, L, XL, Monacelli, New York, 1995.

Koolhaas, R., Delirious New York, Academy Editions, London, 1978

Korn, Arthur - History Builds the Town, Lund Humphries, London, 1953.

Krier, Rob, Urban space / Rob Krier ; foreword by Colin Rowe, New York : Rizzoli, 1979.

Laurie M, An Introduction to Landscape Architecture, Elsevier, 2nd Edition

Le Corbusier - The Radiant City, Faber and Faber, London, 1967

LeGates, Richard T. and Stout F. (eds.) - The city reader, 3rd ed., London ; New York : Routledge, 2003

Lloyd Wright, Frank, Lloyd Wright, Tempe, AZ : Herberger Center for Design Excellence, College of Architecture and Environmental Design, Arizona State University, 1995.

Lyall, S., Designing the New Landscape, Thames and Hudson, 1991

Lynch, Kevin - The Image of the City, MIT Press, Cambridge Mass., 1960.

McHarg, Ian L., Design with nature, Garden City, N.Y. : Natural History Press for the American Museum of Natural History, 1969.

Miles, Malcolm and Hall, Tim (eds.) with Iain Borden, The city cultures reader, 2nd ed., New York : Routledge, 2003

Mitchell, William - City of Bits: Space, Place and the Infobahn, MIT Press, Cambridge Mass., 1995.

Morris, William - News from Nowhere (1890), in Briggs (ed) - William Morris: selected writings and designs, Penguin, Harmondsworth, 1962.

Mumford, Lewis - The City in History, Penguin, Harmondsworth, 1961

Mumford, Lewis - The Culture of Cities, Secker and Warburg, London, 1940.

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CATALOGUE ENTRY:

This course will introduce students to a range of historical and contemporary material illustrating key themes in some traditions of urban design and landscape and garden design. The student will be invited to explore issues of cultural meaning in urban design, landscape and garden design and to explore issues of space, form and their relationship to aspects of use and cultural meaning.