



**London  
South Bank  
University**

EST 1892

# Module Guide

Cultural Context 2

EBB-5-510

BA[HONS]Architecture

FT2|PT2| L6 Architecture Apprenticeship

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# 1. MODULE DETAILS

<b>Module Title:</b>	Cultural Context 2
<b>Module Level:</b>	Level 5
<b>Module Reference Number:</b>	EBB-5-510
<b>Credit Value:</b>	20 credits
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	60
<b>Private Study Hours:</b>	140
<b>Pre-requisite Learning (If applicable):</b>	N/A
<b>Co-requisite Modules (If applicable):</b>	N/A
<b>Course(s):</b>	BA (Hons) Architecture L6 Architecture Apprenticeship
<b>Year and Semester</b>	FT2-PT2, L6 Architecture Apprenticeship Semester 2
<b>Module Coordinator:</b>	Steve Bowkett
<b>MC Contact Details (Tel, Email, Room)</b>	<a href="mailto:bowketsh@lsbu.ac.uk">bowketsh@lsbu.ac.uk</a> ; T-527
<b>Teaching Team &amp; Contact Details (If applicable):</b>	
<b>Subject Area:</b>	Architecture
<b>Summary of Assessment Method:</b>	2,000 word illustrated essay
<b>External Examiner appointed for module:</b>	Ben Cowd, De Montfort University, Melissa Clinch, Wilkinson Eyre,

## 2. SHORT DESCRIPTION

The course will present an overview of the development of 'Modernism' in Architecture, starting from the the 19<sup>th</sup> century and the Industrial Revolution through to the later half of the 20<sup>th</sup> Century. Each week the lecture series will present the history and theories of the key architectural movements within the 19<sup>th</sup> and 20<sup>th</sup> centuries centring on the analysis of at least one iconic house and its Architect within its cultural context.

## 3. AIMS OF THE MODULE

To broaden the students' understanding of cause and effect in the built environment; to deepen this understanding, with reference to specific buildings and their theoretical significance.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

- **GC3** Knowledge of the fine arts as an influence on the quality of architectural design:
  - GC 3.1 how the theories, practices and technologies of the arts influence architectural design;
  - GC 3.2 the creative application of the fine arts and their relevance and impact on architecture;
  - GC 3.3 the creative application of such work to studio design projects, in terms of their conceptualisation and representation.
- **GC5** Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale:
  - GC 5.1 the needs and aspirations of building users;
  - GC 5.2 the impact of buildings on the environment, and the precepts of sustainable design;
  - GC 5.3 the way in which buildings fit into their local context.

- **GC6** Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors:
  - GC 6.1 the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society;
  - GC 6.2 the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;
  - GC 6.3 the potential impact of building projects on existing and proposed communities.

#### 4.2 Intellectual Skills

The ability to understand, discuss and challenge different theoretical and critical positions.

#### 4.3 Practical Skills

The ability to produce a researched essay supported through relevant evidence and arguments in relation to current architectural discourse, in theory and design

#### 4.4 Transferable Skills

The ability to research people, places and ideas and the ability to communicate thoughts and theoretical positions through written work. Students will understand the role of the architect and the construction industry, both in historical and contemporary settings.

### 5. ASSESSMENT OF THE MODULE

Component 1: Case study/critique on given theorist, 2000 words w/illustrations

(Students are expected to supplement the essay with a logbook from the lecture series): 100%

### 6. FEEDBACK

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader.

General feedback, applying to all students, will also be placed on the module VLE site within 15 working days.

### 7. INTRODUCTION TO STUDYING THE MODULE

#### 7.1 Overview of the Main Content

The unit comprises lectures and student presentations studying observed dialectic relationships in the built environment. Through the submission of a lecture journal and an essay, students demonstrate their critical understanding of particular reference projects.

#### 7.2 Overview of Types of Classes

Classes will consist of a lecture from the course leader, including a visual presentation, with time for discussion at the end of the presentation.

#### 7.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives

guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

## 7.4 Employability

A greater understanding of the cultural and theoretical underpinning of architectural design and an enhanced ability to assess the historical and cultural context of buildings, neighbourhoods and architectural styles.

# 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

SEMESTER 2		
WEEK	TOPIC	READING (CORE TEXT)
1	The Evolution of 'Modernism' Structural Rationalism 'Form follow Function'	<ul style="list-style-type: none"> <li>▪ The industrial Revolution</li> <li>▪ Key Players - Paxton</li> <li>▪ Key Players - Viollet -le -Duc, Gaudi, Sullivan, Pugin</li> <li>▪ Key Buildings – Sagrada Familia, Casa Batlo,</li> </ul>
2	The Arts and Crafts Movement in England Art Nouveau, Modernismo, Jugendstil, Secession, Glasgow School of Art German Expressionism	<ul style="list-style-type: none"> <li>▪ Key Players – Morris, Webb, Lutyens</li> <li>▪ Key House – The Red House</li> <li>▪ Key Players – Guimard, Hoffmann, Wagner, Horta, C.R Machintosh,</li> <li>▪ Key Houses – The Castel Béranger, Palais Stoclet, Hill House,</li> <li>▪ Key Buildings – Glasgow School of Art, Secession Building, The Einstein Tower</li> </ul>
3	New Objectivity; The Bauhaus De Stijl; Neo-Plasticism Constructivism	<ul style="list-style-type: none"> <li>▪ Key Players – Gropius, Rietveld, Melnikov</li> <li>▪ Key Houses – The Masters Houses, The Schröder House, Melnikov's House</li> <li>▪ Key Buildings – The Weissenhof, Tatlin's Tower</li> </ul>
4	Esprit Nouveau and Ville Radieuse	<ul style="list-style-type: none"> <li>▪ Key Players – Le Corbusier</li> <li>▪ Key Houses – Villa Savoy, Villa Stein</li> <li>▪ Key Buildings and Cities – Unité d'Habitation, Chandigarh</li> </ul>
5	'Ornament and Crime' v 'Less is More' The Raumb Plan / The 'Free' Plan	<ul style="list-style-type: none"> <li>▪ Key Players – Adolph Loos, Mies Van Der Rohe</li> <li>▪ Key Houses – The Villa Müller, The Farnsworth House</li> <li>▪ Key Buildings – The Steiner House, The German Pavilion Barcelona</li> </ul>
6	Organic Architecture; The Prairie School The Nordic Tradition	<ul style="list-style-type: none"> <li>▪ Key Players – Frank Lloyd Wright, Alvar Aalto</li> <li>▪ Key Houses – The Robie House, Falling Water, The Villa Mairea</li> <li>▪ Key Buildings – Usonian Houses</li> </ul>
7	The New Deal - USA	<ul style="list-style-type: none"> <li>▪ Key Players – Kahn, Buckminster Fuller,</li> <li>▪ Key Houses – Esherick House, Wichita House, Dymaxion House</li> <li>▪ Key Buildings – Geodesic Structures</li> </ul>
8	1960's Counter Culture Brutalism,	<ul style="list-style-type: none"> <li>▪ Key Players – The Situationist, Archigram, Superstudio, Archi-zoom, Haus -Rucker-Co</li> <li>▪ Key Structures – Cushicle</li> <li>▪ Key Projects – Walking Cities</li> </ul>
9	Postmodernism; Learning from Las Vegas	<ul style="list-style-type: none"> <li>▪ Key Players – Robert Venturi &amp; Dennis Scott Brown, Micheal Graves, Philip Johnson, Charles Moore</li> <li>▪ Key Houses – Vanna Venturi House,</li> <li>▪ Key Buildings – The Portland Building, AT&amp;T Building, Piazza D'Italia</li> </ul>

## 9. STUDENT EVALUATION

Students will be asked to provide feedback on the course by anonymously filling out and submitting the standard LSBU Module Evaluation Form.

## 10. LEARNING RESOURCES

### 10.1 Core Materials

- Frampton, K. 2007, *Modern Architecture: A Critical History*, Thames and Hudson Ltd.
- Unwin, S. 2009, *Analysing Architecture*, London: Routledge.
- Unwin, S. 2014, *Twenty-Five Buildings Every Architect Should Understand*, London: Routledge.
- Davis, C. 2006, *Key Houses of the 20<sup>th</sup> Century: Plans, Sections and Elevations*, Laurence King.