1- SUBJECT DESCRIPTION

The History of Architecture is far from monolithic; neither it is an indivisible or closed subject. It can rather be described as a range of activities built upon never ending discussions. In fact, it is a controversially-formed context where criticism and analyses are always necessary to have access for interaction. That's why Culture and Theory III is proposed as a discussion arena instead of a previously-set knowledge transmitter. The commonly used chronological-framework is in this case replaced by a variety of temporary narrative options, each related to a number of disciplinary uses of historical constructions. During the course, different ways of defining narratives of the History of Architecture will be analysed, gathered in thematic core units. This strategy is also related to the aim to make the knowledge achieved through the study of History of Architecture as a field for action connected to the practice of architectural design. As it is recalled from design practices the knowledge and the use of the historical facts are not directly related to the chronological or sequential learning, but to associations and better understanding of concepts and case studies.

The course’s main goal is not only the learning and understanding of the diverse agents involved in major trends in art and architecture —authors, works, trends, thoughts and mediations, but putting them in question, especially in their aesthetic, social, cultural and political facts. These new perspectives and analytical tools are required to develop a contemporary academic research and also necessary for the growing of a critical context.

2. OBJECTIVES AND SKILLS

2.1. COURSE OBJECTIVES AND ACQUIRED SKILLS

The competencies and learning outcomes that, the student acquires in the Module are:

- In respect to competence 1: “General theories on form, composition and architectural typologies”. It is intended for the student to acquire a sufficient level to: comprehend the thought systems that feed the aesthetics, the formal work of the architect and the universal models in which he relies.

- In respect to competence 2: “General architecture history”. It is intended for the student to acquire a sufficient knowledge of the sequence of events, movements and key prominent figures in the development of the architecture history. Special relevance will have those ones related to the contemporary scene.
– In respect to competence 3: “Methods of study the processes of symbolization of practical functions and ergonomy.” It is intended for the student to acquire a sufficient level to dominate the abstract thought and its graphic implications. Likewise to interpret the parameters that make possible the human body adaptation to space.

– In respect to competence 4: “Methods of study the social needing, the quality of life, the habitability and the basic programs of housing”. It is intended for the student to acquire a sufficient knowledge of the facts and approaches about residential architecture, from the minimal unit to the urban growth.

– In respect to competence 5: “Survey of architecture, urban planning and landscape in western culture, likewise its technical, climate, social and ideological foundations”. It is intended for the student to acquire a sufficient level of our culture practice with regard to construction methods and its environmental and technical implications.

– In respect to competence 6: “Aesthetic, theory and history of the fine and applied arts”. It is intended for the student to learn properly the history and the current of philosophy and art practice, specially that related with architecture and contemporary scene.

– In respect to competence 7: “Basis of vernacular architecture”. It is intended for the student to merely know the main beliefs that define the local architecture, with special regard to distinguish between local culture and construction habits.

2.2. SPECIFIC OBJECTIVES AND SKILLS

The general objective is to analyze the development of the main trends of the universal contemporary architecture, throughout the 19th and 20th century. Special attention will be paid to review the production of the most relevant architects, the trends in which they are included and the most characteristic topics and typologies of each period.

Cognitive competences:

– Comprehension of the different trends and movements of contemporary architecture.
– Contextualization of architecture in the socio cultural framework of each country and period.
– Contextualization of the main architects into the dynamics of tradition and renewal of architecture.
– Comprehension of the role of the typologies and “guiding issues” of the architecture in the different periods. Spatial and formal analysis of contemporary architecture.
– Acquisition of capacity in comparing different periods or tendencies and obtain a critical vision of the works of architecture.

Other competences:

– Acquaintance with new learning tools.
– Approach to culture through drawing and analysis.
– Trial of new possibilities for accessing information.
– Use of new methods for communication with classmates and teacher (e-portfolio).
3. CONTENT

Culture and Theory IV addresses the different facts, classifications and qualifications related to the discipline called Architecture along History. The structure of this subject it’s based on different topics projected from Contemporary Age to the past, and on the diverse connections with other disciplines and subjects necessaries to build the current cultural contexts. The objective of the course is to provide analytical tools to address the understanding of these materials, to contextualize them in the present day.

Topic 1. BARROQUES AND ROCOCOS

Briefing
The plural form of baroques and rococos in the title of this topic denotes one approach to these concepts beyond their interpretation as a period or style. Far from being a close subject, the study of baroques and rococos both in history and in contemporary times leads us to go depth into several attitudes and interpretations of architecture.

Topic 2. ORIENTALISMS

The Histories of Architecture have been generally focused on the facts, authors and controversies that have occurred over a specific geographical context: West World (Europe and USA, mainly). But even these constraints are leaving out many essential examples of architecture: from vernacular ones to those whose authorship is multiple or not relevant. These architectures involve not only challenges regarding the authorship, but questions about chronological time, perishable materials, reusable buildings, challenging and diverse aesthetics, or different and specific requirements involving a wide range world heritage.

4. METHODOLOGY AND ECTS WEIGHTING

Attending sessions are formed by both theoretical and practical lessons, with support of bibliographical orientation, critical readings, practical seminars and activities.

Students’ self-learning hours consist of:

− Individual studying

Individual studying of the given readers, references and bibliography; Connections and relationships with given topics, increasing content with new references.

− Practical exercises elaboration

Applying the acquired knowledge to develop a reliable discourse and to question the other ones in order to form a positive critic context and to propose new perspectives and analytical tools for the architecture theory using references and bibliography (publications, web sites, audiovisuals, images)

− Practical exercises

Development of the theoretical topics by applying them to papers and mid-term works.
Tutorials

Preparation and consults about problems and doubts, according to the On Line Campus facilities.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Sessions</th>
<th>Student Contact Hours</th>
<th>Ratio</th>
<th>Student Hours of Independent Study</th>
<th>Total student hours</th>
<th>ECTS</th>
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<td>On Line Forum</td>
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<tr>
<td>Individual Tutorials</td>
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<tr>
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<td>2,1</td>
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</tbody>
</table>

Online Resources

For Attending Lessons (not in the On Line Period) this subject does not require the use of a laptop in class; nevertheless, if you want to bring your laptop, please contact your professor.

5. EVALUATION SYSTEM

Evaluation criteria will be, in general terms, the acquired knowledge along the development of the subject. Critical points of view concerned with the units and the skills to questioning them will be also taken into account. Attendance and participation, examinations, and the global attitude will be assessed indeed.

- Using given topics and a deep analysis of the diverse agents involved in major trends in art and architecture –authors, works, trends, thoughts and mediations– will be particularly evaluated and taken into account.

- Using given topics and a deep analysis of the diverse agents involved in major trends in art and architecture –authors, works, trends, thoughts and mediations, will be particularly evaluated and taken into account. Students’ skills to public presentation, and the abilities for discussion will be assessed as well.

- Using diverse sources, references and bibliography (readers, publications, audiovisuals, web sites, films, records), and the students’ skills to build a reliable discourse with them will be assessed. The abilities to relate the acquired knowledge to the critical context will be necessary to pass the exam. Proposing new perspectives and analytical tools to contribute to form a positive critical context will be taken into account.
Under these circumstances, the evaluation system is as follows:

**Attendance**

A 70% attendance is necessary to pass the exam. 70% percentage includes attendance to attending lessons –theoretical and critical; diverse activities and On Line sessions (participation in each session of forum, at announced timing, assessed not only in terms of quantity but quality of comments).

Attendance of at least 70% is compulsory for students in 3rd and 4th examination opportunity, with the unique exception of incompatibility with other subjects of higher academic levels. Whenever this coincidence of timing doesn’t exist, students must attend.

**Procedures to evaluate the students’ learning success**

The evaluation will be determined as an average of the given exercises and the final exam. As it has been exposed, beyond acquired knowledge, participation and attitude will be taken into account.

**Evaluation tools**

- Passing individual exams, where knowledge acquisition may be evaluated
- Public presentations (individual or in groups) of practical exercises or academic researches
- Positive attitude to develop student’s learning process

**Exercises and mid-term exams**

In order to pass the examination, all the exercises and mid-term exams and papers must be submitted on time.

**Extraordinary Final Exam**

- Those students who haven’t passed the mid-term exams according to explained evaluation criteria must to sit the final exam, except for those whose attendance is less than required (70%)

- Extraordinary final exam will consist of several parts related to given topics. Final mark will not be an average of all the parts. In order to pass final exam, at least two thirds of the exam must be passed.

**Student in second registration (3rd and 4th exam)**

- In order to pass the examination in second registration (3rd exam), students must fulfil the same evaluation criteria as those in first registration.

- Attendance percentage might be lower in case of incompatibility with other subjects. In this case, student must contact with the teachers at the beginning of the course.

- In any case, exercises and mid-term exams must be submitted to pass the examination in second registration (3rd exam)
- Those students who haven't passed the mid-term exams according to explained evaluation criteria must to sit the final exam.

- Extraordinary final exam (4th exam) will consist of several parts related to given topics. Final mark will not be an average of all the parts. In order to pass final exam, at least two thirds of the exam must be passed.

EVALUATION CRITERIA

- Mid-term exams (30%):

  The general idea behind mid-term exams is to evaluate acquired knowledge and skills to communicate them briefly but in a complex way.

  Those students who haven't passed mid-term exams must to sit final exam.

- Papers, practical exercises, public presentations and critical lessons (50%):

  They consist in the use of acquired knowledge to build a reliable discourse. The usage of sources, references and bibliography (readers, publications, videos, web sites, films, records) will be evaluated. Critical points of view concerned with the units and the skills to questioning them will be also taken into account.

- Attitude and attendance (20%)

  Students' skills to public presentation and the abilities for discussion will be assessed.