Teaching guide

IDENTIFICATION DETAILS

Degree:	Architecture

Scope	Architecture, construction, building and urban planning, and civil engineering

Faculty/School:	Higher Polytechnic School

Course:	HISTORY OF ARCHITECTURE II

Type:	Compulsory	ECTS credits:	6

Year:	2	Code:	3726

Teaching period:	Fourth semester

Subject:	Composition

Module:	Projectual

Teaching type:	Classroom-based

Language:	Spanish

Total number of student study hours:	150

SUBJECT DESCRIPTION

This course deals with the study of the built landmarks and architectural ideas of the Western tradition, completing the overview initiated in the first year that covered everything from Greece to the Baroque period. Specifically, the subject History of Architecture II focuses on the analysis of the architectural culture, buildings and urban proposals of the Contemporary Age, covering the period between the Industrial Revolution and the revisions of the Modern Movement that took place after the Second World War.

GOAL

As was the case with the first part of the subject (History of Architecture I), the objective of this subject is for the student to understand that Art in general and Architecture in particular are a manifestation of the most spiritual and transcendent dimension of man. This dimension is what gives Architecture what Ruskin called 'Venerability', that which remains and that fills Architecture with meaning and unity throughout history.

The student must continue to understand that the evolution of architecture throughout history is the product of a creative process of man that cannot be isolated from the historical context in which he finds himself and for which - at the same time - he is responsible. The cultural, political, economic and religious factors that characterize each civilization form and shape, condition and mark architecture at all times, being a continuous evolution that must be understood as a process of evolution and global continuity. And in the historical period covered by this second part of the subject, a series of issues come into play that brought about political, social and economic changes that highlighted the most essential part of man. The great revolutions that shaped, to a large extent, our current world took place at this time, and they appealed to and brought into play the most spiritual and material dimension of man. Its result: an exponential change in Art and Architecture in a very short period of time compared to the whole of historical evolution.

Therefore, the objective of the History of Architecture II course is to continue the learning process of architectural evolution initiated in the first year of the Degree. As in the first part of the course, the student will address the stylistic, technical, spatial and functional aspects of architecture in the different historical movements, placing special emphasis on the changes that architecture underwent starting in the 19th century and that brought about a revolution -first technical- and as a result of it aesthetics and functionality that marked a before and after and that gave way to contemporary architecture.

In this way, the student will acquire an overview of the main architects, architectural movements and landmarks projected from the end of the Modern Age (18th century) to the crisis of modernity in the 1960s, being able to recognize and analyze the architecture of each movement stylistically, technically and spatially. In addition, the student must also acquire knowledge about the historical, political, economic, social and cultural context of each period that influenced the process of evolution of architecture, acquiring a global vision of its evolution together with the historical events that are both cause and consequence of it.

PRIOR KNOWLEDGE

It is recommended to have passed the subjects: History of Architecture I, Philosophy, History of Architectural Thought, Form Analysis I and II, Descriptive Geometry and Technical Drawing

COURSE SYLLABUS

1. Neoclassicism. France, England and Spain.
2. Picturesquism, Historicism and Eclecticism.
3. Industrial Architecture in the 19th and 20th centuries. Universal Exhibitions, new architectural typologies and new materials. Urban context.
The reaction: "Arts & Crafts"
4. Architecture and urban planning in the United States. The Chicago School. Wright to 1910
5. Art Nouveau, Glasgow School, Secession, Modernism. The reaction: Loos
6. Urban planning and transitional architecture of the 19th and 20th centuries. Antonio Palacios.
7. The Vanguards: Cubism. Futurism. Constructivism, Neoplasticism
8. Germany: from the Werkbund to the Bauhaus. Expressionism. New Objectivity. The German Exile
9. Unique figures: Gropius, Mies ven der Rohe (European and American periods), Le Corbusier and Alvar Aalto.
10. Architecture after World War II

EDUCATION ACTIVITIES

The teaching will consist of theoretical classes taught by the teacher, complemented by the completion of:

1.- Course practices that help students better understand and apply the knowledge taught in the classroom.

2.- Coursework: consisting of a beginning of research activity on a topic of interest to students about topics related to 20th century architecture.

In both activities, students can work in the classroom or at home and individually or in groups.

In addition, students will be encouraged to actively participate in university extension activities related to the subject.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Capacity for interpersonal communication.

An adequate knowledge of the history and theories of architecture, as well as the arts, technology and human sciences related to them.

Knowledge of the fine arts as a factor that may influence the quality of architectural design.

Ability to understand the relationships between people and buildings and between buildings and their surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

An understanding of the problems involved in structural design, construction and engineering associated with building projects.

General Skills

Capacity for analytical, synthetic, reflective, critical, theoretical and practical thought.

Capacity for oral and written expression.

Capacity for interpersonal communication.

An adequate knowledge of the history and theories of architecture, as well as the arts, technology and human sciences related to them.

Knowledge of the fine arts as a factor that may influence the quality of architectural design.

Ability to understand the relationships between people and buildings and between buildings and their surroundings, and the need to associate buildings and the spaces in between them to meet human needs and on a human scale.

An understanding of the problems involved in structural design, construction and engineering associated with building projects.

Specific skills

Adequate knowledge of the general history of architecture.

Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.

Adequate knowledge of aesthetics and the theory and history of fine and applied arts.

Adequate knowledge of the basics of vernacular architecture.

Adequate knowledge of urban sociology, theory, economics and history.

LEARNING RESULTS

Know the historical, political, cultural and social context in which each artistic movement took place.

Know how to place temporarily and geographically the architectural movements of the mentioned period, linking their contributions to the culture, politics and thought of each era.

Know how to deduce the belonging of a building to a specific period from the visual reading of its features in plan, elevation, section, construction characteristics or layout.

Know the main spatial and compositional characteristics of each architectural movement.

Know the main structural, constructive and technical contributions of each of the movements studied.

Understand the relationship between architectural ideas and the forms resulting in each of the movements studied.

Know the links between the artistic and architectural practices of each period.

Know how to express architectural ideas with coherence and order using oral and written language correctly.

Learn about the main architectural movements and landmarks built from the end of the Modern Age to the crisis of modernity in the 1960s

LEARNING APPRAISAL SYSTEM

The evaluation of the History of Architecture II subject will follow the following procedures according to the academic situation of each student: continuous evaluation, ordinary evaluation and extra-ordinary evaluation.
In all cases, the student must demonstrate the knowledge acquired about the History of Architecture II, their understanding of the stylistic, constructive and technical aspects linked to the buildings of the different periods addressed, as well as their analytical and critical capacity.
The student's ability to communicate and express their ideas in an orderly and clear way, using both oral and written language correctly, will also be evaluated.
In addition, their knowledge of the theories of form, composition and architectural types and their ability to understand the relationships of people and buildings and between them and their environment will be evaluated through the evaluation of individual or group practices and through their participation in university extension activities related to the subject, always taking into account the presentation and delivery of the works on time.
Evaluation systems.
1.- Approved per course: it is recommended that all students follow this evaluation system for good use of the course and performance as well as to ensure a correct learning process. To take advantage of the continuous evaluation system, the student must have completed:
- a minimum of 80% of course attendance. Those students who meet this requirement, complete and pass the internships and, in addition, submit and approve the partial ones, will be qualified according to this system and it

will not be necessary for them to attend the ordinary call.

- It cannot be approved per course if the minimum of compulsory attendance has not been met, it has been suspended or it has not been submitted to a partial or internship. In this case, the student may recover the suspended or uncompleted parts of the subject in the ordinary call.

- In the case of repeating students whose subject coincides with another course in higher education, each case will be studied individually and specific mandatory conditions will be established to which the student must commit himself in order to pass per course.

A student with all the subject matter of the subject approved, but who does not meet 80% of the course attendance must submit to the ordinary call with all the subject matter.

2.- Ordinary call:

- Students with an attendance of less than 80% (even if they have delivered and passed the internships and completed the partial ones). In this case, the students will be examined for the entirety of the subject. Repeat students who are in the case indicated in the continuous evaluation section are exempt.

- Students who, despite complying with their attendance, have suspended or failed to complete any of their internships, partial exams and/or coursework. It is up to the teacher to determine which suspended parts need to be recovered in said exam or to consider them approved if the partial corresponding part has been passed.

In the case of recovery of a practice, the grade obtained in this call will be counted as a grade for this part of the subject in the final evaluation of the course. If the student goes to the ordinary call because they have failed a partial exam, the final grade of the part of the subject corresponding to 'exam' will be the average of the grades of the approved partial exams and the score obtained in the recovery of the partial (s) approved in this call.

The subject cannot be passed if there is a partial, practical or suspended course work even if the final average gives a grade above 5.

3.- Extraordinary call: The grade that will be taken into account for the student's qualification will be the one corresponding to the exam of said call, that is, the notes of course practices, work, etc. The student will be examined for the entire subject of the subject, leaving it up to the teacher to decide whether or not to release the course work carried out and approved previously.

The following are subject to this modality:

- Those students who have not taken the subject

- Students who have not passed the ordinary call

Clarifications. Among the reasons that may decide to suspend or cancel internships, coursework and/or exams are:

- commit more than three misspellings.

- Leave a question blank or answer in a different way than the one being asked.

- Carry or have around all types of digital devices at the time of carrying out any type of test, even if it is turned off.

Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

Let's scale the different evaluable parts of the subject:

-Exam (75% of the final grade). In the event that the student takes the subject and takes and passes the partial exams, the final grade that will be counted as an 'exam' will be the average of these. If the student goes to the ordinary call because they have failed a partial exam, the final grade of the exam will be the average of the grades of the approved partial exams and the score obtained in the recovery of the partial (s) approved in this call. With one of the partial exams or the suspended course exam, you cannot pass the subject even if the average is 5 or more than 5. The exam score will reflect -in addition to the knowledge of the subject- the student's maturity in their written expression, the ability to relate contents and to present them in an orderly and appropriate manner.

- Coursework (15% of the final grade). This is a group research project that allows the student to learn to search for information, analyze it and prepare it to offer it to classmates as teaching material. Group work will be

supervised and supervised by the teacher throughout the course. Each student will be evaluated with three grades, two common to the working group (presentation and quality of the contents) and one individual, corresponding to the personal presentation. If the quality of the content or the individual exhibition part is suspended, the student may have to recover the subject in the ordinary call exam. If a student did not make the oral presentation, their work would have to be examined in an ordinary and/or extraordinary call. Failure to complete the coursework means that the student cannot pass per course and the theoretical content of all the coursework carried out by the classmates is examined.

In the case of repeat students, each case will be studied in a particular way depending on their performance in previous courses.

- Practices (5% of the grade). The weighting of the practices will be about ten. To approve the internships, their full delivery in a timely manner is essential. No practice can be submitted outside the deadline set by the teacher. An undelivered practice counts as a 'zero' and is subject to recovery.

- Attendance, attitude, active participation and exercise associated with university extension activities related to the subject (5% of the grade). Attendance will be counted as a checklist every day at the start of class. In the case of repeaters with overlapping subjects, the criteria for class attendance will be established at the beginning of the course with the teacher.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the Guide for the Responsible Use of Artificial Intelligence in Studies at UFV. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

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Summerson, John. The classical language of architecture: from J. B. Alberti to Le Corbusier/Barcelona:Gustavo Gili, 2006.

Additional

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Le Corbusier (1887-1965) Towards an Architecture/Barcelona:Apostrophe, 1998.

Rossi, Aldo. The architecture of the city/2nd ed. amp., 7th edition. Barcelona: Gustavo Gili, 2004.

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