Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

ARCH 213-Sustainable Architecture is a required course proposed for the Minor in Sustainable Architecture and Planning intended to cover the contemporary development of sustainable architecture from 1960 to the present. Through lectures the students will gain knowledge of a broad range of sustainable ideas, principles, concepts, technologies and global applications on many differing scales from cities to building products. Critical events, works of literature, researches and seminal works of architecture and urban design will be explained with PowerPoint presentations and explored with class discussions. A critical theme for this course is the relationship between environmental thinking and philosophy, and the architecture and urban design responses to evolving cultural needs. Through the writing project, students will develop teaming skills, critical literature search and and research skills, and written, oral and graphic communication skills.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will develop critical thinking skills through consideration, reflection and cognition of the lecture material, in-class discussions, interactions with project team members, and the preparation of their research papers.

- Students will develop critical thinking through consideration and their personal responses to ideas presented in class. The course has specific content that will instigate critical thinking.
- Students will further their critical thinking through course participation in questions and class discussions. This interactive process offers impromptu critical thinking.
- Examination questions will not only test their reflection and comprehension of the course material, but will also be framed in ways that will require critical thinking and analysis of the material.
- Students will develop critical thinking through inquiry, research, scheming, communication with one another, and sharing ideas with project team members throughout the course of their research projects.
- Students will develop critical thinking with their research where they will inquire, research, synthesize and develop a critical written and graphic response to particular topics related to the course subject.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

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Students will develop communications skills through several pedagogical opportunities that include development, interpretation, and expression of ideas through interactive class discussions, participation in team assignments, written and graphic expression through the research project, and with the written portion of examinations.

- Class discussions will be orchestrated throughout the course encouraging students with multiple opportunities to ask questions and to participate in a dialog related to specific topics presented in each class or the overall subject of sustainability covered by the course in general.
- Student teaming inherently requires interaction and oral communication at each stage of the research project from initial analysis and topic inquiry to the organization and synthesis of the final writing assignment.
- The research paper will be an instrument of communication with direct expression and reflection of sustainable ideas, observations and analysis in written and graphic form.
- While the majority of questions on the mid-term and final examinations will be multiple choice, there will be a few questions requiring communication in written form.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will be exposed to intercultural, international and global applications of sustainable architecture and urban design with emphasis upon sensitivity to diversity of needs, means, contexts and architectural expressions. These considerations will be seen in the backdrop of a historic development over a period of five decades beginning with the 1960s. The Brundtland Report (1987), a require text, will be the foundation for focus on affordable applications of sustainable design and the priority given to the world's poor.

- Intercultural consideration of sustainability will focus on several oppositional sets including urban and rural contexts, individual architectural and community design responses, developing and industrialized national contexts, and global warming and large-scale approaches to sustainability.
- Energy and resource needs vary with social contexts and the course will address these differences. In class discussions and within the research projects students will be encouraged to address these social issues.
- The role of individual buildings within the context of larger communities will be addressed within the course content and research topics.
- Sustainable approaches to affordability and the social responsibility to the under-privileged will be examined and discussed.
- Global applications of sustainable architecture and planning will be the focus of several weeks of the course with particular focus on diversity of contexts and corresponding design responses.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Students will be exposed to issues of personal responsibility related directly to the course subject of sustainability. Concepts of efficiency, reduction and management of waste, recycling, energy responsive behavior, and sustainable design interventions will be introduced into the course.

- Students will be exposed to concepts of environmental ethics, responsibility and ethics sensitivity to openness, inclusiveness and difference.
- Sustainability concepts will be related to personal characteristics, actions, impacts and consequences. The concept of “thinking globally, but acting locally,” will be related critical environmental issues with personal lifestyle and behavior choices.
ENDS 213 – Sustainable Architecture

Request for Core Curriculum Certification in Language, Philosophy and Culture Component Area.

ARCH 213 Sustainable Architecture focuses on how ideas, beliefs, and other aspects of culture express and affect human experience. The Core Curriculum request form is attached. This course is scheduled to be taught spring 2014 as a large course. The course is one of two required courses on the new minor in Sustainable Architecture and Planning.

Request for International and Cultural Diversity (ICD) Designation

ARCH 213 Sustainable Architecture is intended to cover the contemporary development of sustainable architecture from 1960 to the present. Students will gain knowledge of a broad range of sustainable ideas, principles, concepts, technologies and global applications on many differing scales from cities to building products. Critical events, works of literature, researches and seminal works of architecture and urban design will enable students to understand the interconnected global nature of relationships between environmental thinking and philosophy, and the architecture and urban design responses to evolving cultural needs.

Students will be exposed to intercultural, international and global applications of sustainable architecture and urban design with emphasis upon sensitivity to diversity of needs, means, contexts and architectural expressions. The Brundtland Report (1987), a required text, will be the foundation for focus on affordable applications of sustainable design and the priority given to the world's poor.

- Intercultural consideration of sustainability will focus on several oppositional sets including urban and rural contexts, individual architectural and community design responses, developing and industrialized national contexts, and global warming and large-scale approaches to sustainability.
- Energy and resource needs vary with social contexts and the course will address these differences. In class discussions and within the research projects students will be encouraged to address these social issues.
- The role of individual buildings within the context of larger communities will be addressed within the course content and research topics.