Built Environment

INTA3002
Interior Architecture
Critical Perspectives 2

Convener Name: Mike Barnard
Disclaimer
This abbreviated course outline is indicative of the outcomes, delivery and assessment. While Course Learning Outcomes will remain constant, other details may be subject to change. The full and most accurate course outline will be available in Moodle.

1. COURSE STAFF

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Mike Barnard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>M.Barnard <a href="mailto:l@unsw.edu.au">l@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

2. COURSE DETAILS

Credit Points: 6 UoC

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
</tr>
<tr>
<td>Tutorial</td>
<td>2</td>
</tr>
<tr>
<td>Studio</td>
<td>0</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>0</td>
</tr>
<tr>
<td>Online learning activity</td>
<td>1</td>
</tr>
</tbody>
</table>

Description
Critical Perspectives 2 builds on your foundational study in Critical Perspectives 1. The course focuses on interior space as a site of dwelling and introduces you to historical, cultural and theoretical perspectives on the concept of dwelling and its material constructions.

Program Learning Outcomes (PLOs)
The Program Learning Outcomes from Interior Architecture addressed in this course are:

1. Engage responsibly and sensitively with cultural, historical and interdisciplinary global contexts in the synthesis of ethical and sustainable design solutions.
2. Critically analyse, evaluate and synthesis complex field specific knowledge and contexts in a reflective and independent manner using advanced theoretical and technical skills through a robust understanding of cultural diversity.
3. Interpret and communicate complex field specific information and ideas; providing critique and reflection utilizing innovative and creative technologies and analysis.
4. Effectively communicate knowledge and ideas to a range of different audiences and settings using verbal, digital and visual representational techniques.
Course Learning Outcomes (CLOs) with Alignment to PLOs and Assessment

<table>
<thead>
<tr>
<th>CLO #</th>
<th>CLO Statement</th>
<th>PLO #</th>
<th>Related Assessment &amp; Activities</th>
</tr>
</thead>
</table>
| CLO 1 | Outline and describe various concepts of dwelling within historical and cultural contexts | 1, 2, 3, 4 | • All OLAs  
• All set tutorial readings  
• Assessment Tasks 1, 2, 3 |
| CLO 2 | Comprehend and apply the principles of scholarly enquiry in the form of an independent research task | 1, 2, 3, 4 | • All OLAs  
• All set tutorial readings  
• Assessment Tasks 1, 2, 3 |
| CLO 3 | Effectively communicate the outcomes of research through a combination of verbal, visual and the written form | 1, 2, 3, 4 | • All OLAs  
• All set tutorial readings  
• Assessment Tasks 1, 2, 3 |
| CLO 4 | Evaluate and describe the ways in which research can inform interior architecture practice | 1, 2, 3, 4 | • All OLAs  
• All set tutorial readings  
• Assessment Tasks 1, 2, 3 |

3. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight</th>
<th>Course Learning Outcomes assessed</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1. Group Presentation                                                          | 25%    | 1, 2, 3, 4                        | Week 3  
UNSW T3 Census Date:  
End Week 4 (13 Oct)           |
| An audiovisual task that demonstrates skills in analysing and curating academic research to inform a scholarly argument. |        |                                   |                               |
| 2. Comparative Analysis                                                        | 40%    | 1, 2, 3, 4                        | Week 7                        |
| A written task that demonstrates skills in critically comparing two specific designs based on contextual research. |        |                                   |                               |
| 3. Design Research Presentation                                                | 35%    | 1, 2, 3, 4                        | Week 10                       |
| An audiovisual task that demonstrates skills in communicating the relevance of contextual research to studio design outcomes. |        |                                   |                               |
## 4. WEEKLY COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Online Learning Activity</th>
<th>Lecture</th>
<th>Tutorial</th>
<th>Related CLO</th>
</tr>
</thead>
</table>
| 01   | Reading Quiz 1: Welcome Video | Home territories: Dwelling & home | ▪ Review: Tutorial Program  
▪ Introduce: Task 1  
▪ Activity: Filtering | 1, 2, 3, 4 |
| 02   | Reading Quiz 2: Class/Decorum | Socialising territories: Dwelling & milieu | ▪ Q&A: Lecture  
▪ Discuss: Week 2 text  
▪ Activity: Relating | 1, 2, 3, 4 |
| 03   | Reading Quiz 3: Taste/Individuality | Aspirational territories: Dwelling & expression | ▪ Q&A: Lecture  
▪ Task 1 PRESENTATIONS  
▪ Introduce: Task 2 | 1, 2, 3, 4 |
| 04   | Reading Quiz 4: Gender/Domesticity | Patterned behaviours: Dwelling & ritual – eating spaces | ▪ Q&A: Lecture  
▪ Discuss: Week 4 text  
▪ Activity: Mapping | 1, 2, 3, 4 |
| 05   | Reading Quiz 5: Theatre/Dynamism | Choreographed behaviours: Dwelling & movement – living spaces | ▪ Q&A: Lecture  
▪ Discuss: Week 5 text  
▪ Activity: Critiquing | 1, 2, 3, 4 |
| 06   | Reading Quiz 6: Identity/Performance | Nurturing behaviours: Dwelling & body – washing spaces | ▪ Q&A: Lecture  
▪ Discuss: Week 6 text  
▪ Activity: Curating | 1, 2, 3, 4 |
| 07   | Reading Quiz 7: Memory/Psychology | Imaginative behaviours: Dwelling & rest – sleeping spaces | ▪ Q&A: Lecture  
▪ Discuss: Week 7 text  
▪ Introduce: Task 3  
▪ Activity: Reflecting | 1, 2, 3, 4 |
| 08   | Reading Quiz 8: Craft/Ornamentation | Aesthetic atmospheres: Dwelling & artistry | ▪ Q&A: Lecture  
▪ Discuss: Week 8 text  
▪ Activity: Narrating | 1, 2, 3, 4 |
| 09   | Reading Quiz 9: Consumption/Lifestyle | MAKING WEEK | | 1, 2, 3, 4 |
| 10   | Reading Quiz 10: Hybridity/Multi-use | Condensed atmospheres: Dwelling & co-living | ▪ Q&A: Lecture  
▪ Task 3 PRESENTATIONS | 1, 2, 3, 4 |