



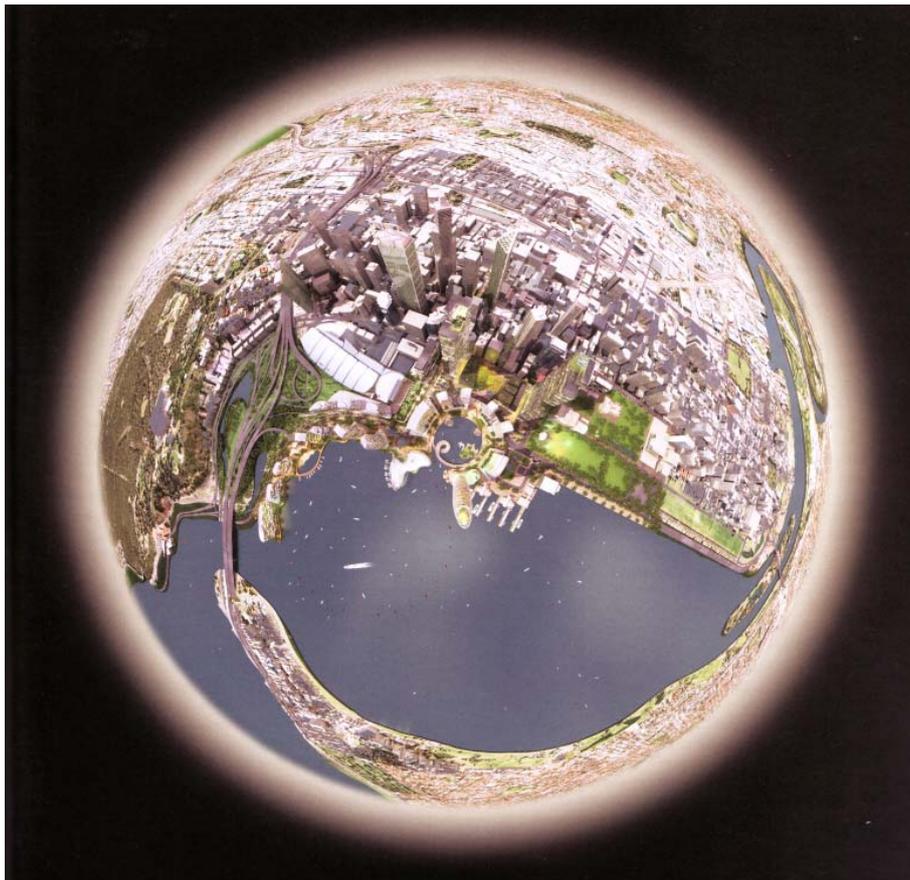
THE UNIVERSITY OF
WESTERN AUSTRALIA
Achieving International Excellence

Faculty of Architecture, Landscape and Visual Arts

UNIT OUTLINE

Architectural Research Seminar

ARCT4470



SEM 2 - 2010

CAMPUS: CRAWLEY

UNIT COORDINATOR: Kate Hislop

UNIT DETAILS

Unit title:	Architectural Research Seminar
Unit code:	ARCT4470
Credit points:	6
Availability:	Semester Two
Location:	CRAWLEY
Unit web page:	www.alva.uwa.edu.au/students

UNIT RULES

Contact hours:	2 hours lectures (weeks 1-6); 2 hours seminars (weeks 4-12)
Pre requisites/advisable prior study and incompatibility	Available at www.handbook.uwa.edu.au

CONTACT INFORMATION

Unit coordinator:	Kate Hislop
Unit coordinator email:	kate.hislop@uwa.edu.au
Unit coordinator phone number:	6488 7813
Unit coordinator fax number:	6488 1082
Coordinator consultation hours:	Tuesdays 11am-1pm/Wednesdays 12-2pm or by appointment

Tutor/assistant name:	Anastasia Katsimbardis
Contact details (phone, email, fax)	t: 0412 327 372; e: tashhennessy@gmail.com
Tutor/assistant name:	Clare Mengler
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Tutor/assistant name:	Joely Kym Sobott
Contact details (phone, email, fax)	t: 0400 963 342; e: sobotj01@student.uwa.edu.au

COMMUNICATION

When you enrol at UWA you are automatically assigned an email address. This address is then used for official electronic correspondence unless you advise in writing that this is not acceptable. For more information about your UWA Student Email account and services available you should visit <http://www.uwa.edu.au/web/students/email>

Staff may communicate with students by email, so all students should ensure that they:

- (a) activate their PHEME account and student email account
- (b) check their account regularly (at least twice per week)
- (c) communicate with University staff ONLY through their student email account. (Staff are not required to respond by email to any other addresses.)

UNIT DESCRIPTION

Introduction

A series of lectures introduces key issues pertinent to contemporary architectural practice and scholarship, and relevant to architectural research in its broad definition, especially with regard to issues of methodology and research practice. Through a focus on contemporary theory and practice, this unit studies the nature and importance of research in architecture, with reference to the broad spectrum of approaches and arenas within which the research occurs and upon which it impacts. As such, it addresses the methodologies, characteristics and outcomes of (i) traditional academic research in architecture (namely writing), (ii) creative research (being largely design-based), (iii) professional research (examining issues and concerns that impact upon the practice and profession of architecture) and (iv) research in practice (which is related to the research or investigation phase undertaken during the pre-design stages of an architectural project, resulting in the production of project briefs and feasibility studies for example). The semester commences with an overview of these research types and methodologies. This is followed by a series of lectures that introduce the broad themes confronting and characterising contemporary local and international architectural thought and practice. In seminars students will deliver presentations that engage critically with and further develop the themes and issues highlighted in lectures and readings. In this way the unit will articulate the processes, ideas, and practices that exemplify or contribute to architecture as a research-based discipline and prepare students for future research-based endeavour.

Unit aims and objectives

The key objectives of this unit are

- 1) To inform students of the *nexus between research, theory and practice* in architecture.
- 2) To prepare students with the *intellectual apparatus to further future architectural thought and practice* through an examination of historiographical, theoretical, ethical and practical fields of knowledge and through an emphasis on values of relevance, generosity, engagement and innovation (in no particular order) towards the sustaining and betterment of human experience. To this end, the intellectual preparation includes
 - developing and refining research skills (as well as interest in and enthusiasm for research);
 - fostering a critical and questioning mind;
 - enhancing the capacity to communicate through verbal, written and graphic means (which means building competence and confidence).
- 3) To have students complete the unit with questions as well as answers about how to act as architects (professionals, practitioners, educators) in the diverse and complex world of ideas, practices, clients, communities, cultures, environments.

Learning outcomes

At the completion of this unit students will be able to

- (i) *engage critically* with a range of architectural and philosophical *discourses, concepts and terms* as these apply to contemporary architectural practices, projects and concerns within the profession and the academy;
- (ii) use a range of traditional and design-based *research tools* including forms of bibliographical searching, library and web-based resources to explore a range of issues and develop informed opinions about key projects and topical matters; and
- (iii) *form and articulate arguments* through research, writing, speaking and design-thinking with a high degree of scholarship, clarity and intellectual rigour.

At the completion of this unit students are able to prepare and develop a detailed design brief (in response to which students undertaking Independent Design in a subsequent semester may deliver a resolved architectural project); and are able to produce a concise abstract leading to a written research project (which may be developed by students undertaking Dissertation in a subsequent semester).

UNIT REQUIREMENTS

It is expected that students submit all written work in typewritten form. Access is provided to computers and software in the ALVA computer labs. Students must make their own arrangements to obtain and activate user accounts if they require use of this service.

This unit provides important background to future studies, particularly in the Independent Design and

Dissertation units. Students are strongly encouraged to take advantage of the opportunities presented by this unit to develop areas of interest for and the skills required to undertake future Higher Award research work.

This unit is a prerequisite and key indicator for admission into the Dissertation unit (ARCT7721 Architecture Dissertation Part 1). Students must achieve a minimum overall mark of 70% in this unit, as well as perform at a sufficiently high level in all other Level 4 units in order to be eligible to undertake the dissertation.

UNIT STRUCTURE

Class types (lectures, tutorials/seminars, workshops), venues, days and times

Classes will be structured around lectures and seminars (noted on the Unit schedule).

LECTURES (L): Week 1: Introduction to unit; research types (2 hours: 9-11am)
 Weeks 2 – 6: Contemporary themes and issues (2 hours: 9-11am)

DEMONSTRATION
LECTURES (D): Weeks 2 + 3: Research preparation demonstrations (2 hours: 11am-1pm)

SEMINARS (S): Weeks 4 – 9: 'Building-in-brief' (BIB) student presentations*
 Weeks 10 – 11: Research Symposium
 Week 12: Essay workshop session

Attendance/participation requirements

Students are expected to attend all lectures and allotted seminars. Students are encouraged to participate in lectures and seminars in order to hone critical thinking and discussion.

Students only attend BIB seminars in alternate weeks, designated either 'A' or 'B' stream (stream 'A' will attend weeks 4, 6 & 8 and stream 'B' weeks 5, 7 & 9).

ALL students must attend for the duration of the two Research Symposium sessions (weeks 10+11).

Materials and Equipment

There will be no abnormal costs associated with this unit. Written submissions require no more than b/w A4 printed pages stapled together.

UNIT TIMETABLE

To view the timetable for this unit please go to: www.timetable.uwa.edu.au

SEMESTER CALENDAR

Wk	Date	Day	Lecture Topic	Venue	Tutorial/seminar/workshop
1	27 July	Tues 9-11	Unit introduction Identity and agency: Who are we? What do we do?	HRLT	
2	3 Aug	Tues 9-11	Motivation and ideology: Why are we doing it?	HRLT	
		Tues 11-1	Research types: Creative Demo lecture: Brief backwards	HRLT	BIB building nominations
3	10 Aug	Tues 9-11	Community: Who are we doing it for? Who with?	HRLT	
		Tues 11-1	Research types: Traditional Demo lecture: Abstract backwards	HRLT	
4	17 Aug	Tues 9-11	Background: Where have we come from?	HRLT	BIB Seminar – Stream A
5	24 Aug	Tues 9-11	Trajectory: Where are we going?	HRLT	BIB Seminar – Stream B
6	31 Aug	Tues 9-11	Focus and technique: How are we doing it?	HRLT	BIB Seminar – Stream A ESSAY PROPOSAL DUE
7	7 Sept				BIB Seminar – Stream B
8	14 Sept				BIB Seminar – Stream A
9	21 Sept				BIB Seminar – Stream B
	28 Sept		<i>Non teaching study break</i>		
10	5 Oct				Symposium Session 1
11	12 Oct				Symposium Session 2
12	19 Oct		<i>Non assessment week</i>		Essay workshop
13	26 Oct		<i>Non assessment week/Folio submission</i>		
	5 Nov	Friday			SUBMIT MAJOR ESSAY

ASSESSMENT MECHANISM

Component	Weight	Due Date
Essay research proposal submission	0% (feedback only)	Tuesday 31 August (week 6) (2pm to Resource Room)
Assignment 1: Building-in-brief presentation	40%	Brief due TWO WEEKS after verbal delivery (2pm in Resource Room)
Symposium: Delivery of work-in-progress	Included in essay mark	Verbal delivery in either week 10 or 11
Assignment 2: Major essay	60%	Friday 5 November (week 14) (2pm in Resource Room)

Supplementary assessment is available to Bachelor's degree pass students and Master of Architecture (Coursework) students who receive a final mark of 45-49% in a unit when it is the only unit required to complete their course.

ASSESSMENT ITEMS

Assessment item 1

Building-in-Brief

This assignment requires students to examine a recently completed building with the aim of writing the brief that supposedly informed its design. The exercise is intended to

- increase students' knowledge of contemporary architecture and awareness of topical issues confronting and characterising architectural practice;
- improve visual and architectural literacy;
- develop capacities for critical thinking;
- improve verbal presentation skills and confidence;
- develop skills in formulating and writing a project brief.

It is intended especially to prepare students for future independent design work, which requires the formulation by students of their own project brief.

Submission requirements

The building brief is to be presented as an A4 typed document including appropriate diagrams, graphics, or photographs to illustrate the content.

Correct referencing procedures must be followed and a bibliography of sources (including websites) must be included. Students are required to use the Chicago academic style. Details of this style are widely available but are easily consulted via the library website:

http://www.library.uwa.edu.au/education_training_and_support/guides.

WORD LIMIT: 2,000-2,500 words maximum.

SUBMIT WRITTEN BRIEF TWO WEEKS AFTER VERBAL PRESENTATION

Assessment criteria

- *Research*: Evidence of research into the breadth of issues informing the building design
- *Analysis*: Evidence of analytical skill in devising the brief
- *Critical thought*: Evidence of critical awareness, including framing of key questions
- *Organisation*: Evidence of ability to synthesise knowledge and devise coherent structure for the brief
- *Communication and presentation*: Structure, clarity, breadth and professional quality of (i) verbal delivery and (ii) written presentation

Assessment item 2

Major essay

This assignment requires the proposal of an independent research topic chosen by the student. Topics must explore and develop one or more of the core themes of the unit and be framed around one or more building(s), setting(s), text(s), or image(s). Students are strongly encouraged to interrogate and discuss issues with regard to their deployment or expression in architectural design, form, practice etc, particularly where this is seen to intersect with areas of architectural theory and/or research. The assignment is intended to

- increase knowledge of contemporary architecture and awareness of topical issues confronting and characterising architectural research, theory and/or practice;
- improve visual and architectural literacy;
- develop students' capacities for critical thinking;
- improve bibliographic research skills; and
- enhance scholarly writing skills and techniques including the framing and developing of an argument.

It is intended to prepare students for future dissertation work.

Submission requirements

Part 1: Research proposal (for feedback only)

Part 2: Research symposium presentation (assessment included with essay mark)

Part 3: Written essay

The essay must be submitted as an A4 typewritten document containing

- Cover sheet
- Abstract (maximum 300 words)
- Essay
- Bibliography
- Appendices (if necessary)

The essay is to be illustrated where appropriate. Insert captions/figure titles for clarity.

Correct referencing procedures must be followed and a bibliography of sources (including websites) must be included. Students are required to use the Chicago academic style. Details of this style are widely available but are easily consulted via the library website:

http://www.library.uwa.edu.au/education_training_and_support/guides.

WORD LIMIT: 3,000-3,500 words excluding abstract and notes.

Assessment criteria

- *Proposal*: Definition of topic, including establishment of scope, key terms/ideas and important linkages in the practice/theory/research nexus
- *Research*: Evidence of research showing breadth and/or depth of inquiry
- *Argument*: Evidence of critical thought underlying the development and articulation of an argument, including formulation of aims and objectives
- *Organisation*: Establishment of methodology and essay structure to support the argument
- *Communication and presentation*: Structure, clarity of expression and quality of presentation of (i) verbal presentation and (ii) written submission (including adherence to academic protocols)

TEXTBOOKS AND RESOURCES

Recommended Texts

Students are encouraged to read widely and to carefully study drawings and photographs of buildings to increase their knowledge of contemporary architectural practice and theory. Below is a list of recommended general readings for the unit. Readings that are relevant for particular lectures are located in the weekly programme. Additional readings may be announced in lectures and/or in seminars.

Borden, I. and Rüedi, K., *The dissertation: an architectural student's handbook*, Oxford: Architectural Press, 2000

Canizaro, V. B. (ed), *Architectural regionalism: collected writings on place, identity, modernity, and tradition*, New York: Princeton Architectural Press, 2007

Colquhoun, A., *Modern architecture*, Oxford: Oxford University Press, 2002

Davies, C., *Key houses of the twentieth century: plans, sections and elevations*, London: Laurence King, 2006

Goad, P., *New directions in Australian architecture*, Balmain, NSW: Pesaro Publishing, 2001

Groat, L. N., *Architectural research methods*, New York: J Wiley, 2002

Hearn, M.F., *Ideas that shaped buildings*, Cambridge, Mass.: MIT Press, c2003

Johnson, S., 'Sustainability: nature and tradition' in *Figure/ground: a design conversation with Scott Johnson and Bill Fain*, Los Angeles: Balcony Press, 2003.

Lynn, G., *Architectural laboratories*, Rotterdam: NAI Publishers, 2002

Moneo, J.R., *Theoretical anxiety and design strategies in the work of eight contemporary architects*, Cambridge, Mass.: MIT Press, 2004

Robinson, J.W., *Institution and home: architecture as a cultural medium*, Amsterdam: Techne Press, c2006

Scully, V.J., with introductions by Neil Levine, *Modern architecture and other essays*, Princeton, N.J.: Oxford: Princeton University Press, c2003

Smith, B., *Modernism's history: a study in twentieth-century art and ideas*, Sydney: UNSW Press, 1998

Spiller, N., *Visionary architecture: blueprints of the modern imagination*, London: Thames & Hudson, 2006

Stevens, G., *The favored circle: the social foundations of architectural distinction*, Cambridge, Mass.: MIT Press, c1998

Tschumi, B. and Cheng, I. (eds), *The state of architecture at the beginning of the 21st century*, New York: The Monacelli Press, c2003

Vidler, A., *Warped space: art, architecture, and anxiety in modern culture*, Cambridge, Mass.: MIT Press, c2000.

Zumthor, P., *Thinking architecture*, Basel, Switzerland: Birkhäuser, 2006

Additional Reading and Resources

Browse through recent issues of journals such as

Architectural Review

Architectural Record

Architecture Australia

Architecture + Urbanism

Arq: Architectural research quarterly

Lotus

and others. It will be especially important to look at journals from the last few years.

WEEKLY PROGRAMME

Week 1 **27 July**

LECTURE

Unit introduction

Identity and Agency: Who are we? What do we do?

Following an introduction to the unit's aims, and the outcomes that students should expect to achieve through the semester, this lecture asks the questions about who architects are and in what ways they define themselves. It will raise questions about what architects do, about the impacts, scale, scope and context of their thoughts and actions. As a way of illuminating these questions it will outline the broad kinds of activity and types of research that are undertaken by architects. In addition it will introduce the core themes of IDENTITY and PLACE-MAKING as being central to an understanding of architectural thought and practice, and central to one of the primary roles of an architect which is to lend identity to places that contribute to the framing of and are inhabited by society.

READINGS

Barriere, P., Lavin, S., Scott Brown, D., Venturi, R., 'Interview with Denise Scott Brown and Robert Venturi', *Perspecta*, Vol. 28, Architects. Process. Inspiration. (1997), pp. 126-145.

Graham, G., 'Architecture as an Art', Ch 7 in *Philosophy of the arts: an introduction to aesthetics*, London; New York: Routledge, 1997

Lyon, C., 'Culture Wars – missing in action', *Architecture Australia*, Vol. 96, No. 1 Jan/Feb 2007, p. 7.

Week 2 **3 August**

LECTURE

Motivation and Ideology: Why are we doing it?

Following from the lecture in week 1, this session will address the factors that motivate and drive architects and architecture, not least the concept of 'betterment' or progress. It will explore the various and competing incentives and impulses that underlie the ideologies that characterise contemporary architectural thought and practice. As an extension of this it will introduce the theme of ETHICS and return to the idea of 'agency' from week 1 insofar as it relates to both an architect's professional responsibility (to a client, say) and to their capacity for initiating intervention, interaction and change.

READINGS

Cuff, D., *Architecture: The Story of Practice*, MIT Press, Cambridge, Mass. 1991, esp. Ch. 2 'Beliefs and Practice'; Ch. 4 'The Making of an Architect'; Ch. 5 'The Architect's Milieu'

Dovey, K., 'Architectural Ethics: A dozen dilemmas', *Architecture Australia* Vol. 78, No. 5, 1989, pp. 52-56

Laqueux, M., 'Ethics versus Aesthetics in Architecture', in special themed issue 'New Essays on Ethics and Architecture' in *Philosophical Forum* XXXV:2 (Summer, 2004), pp. 117-34

DEMONSTRATION LECTURE

Research types: Creative, professional and in practice

Building (de)construction: brief backwards

Following a brief survey of the design- or practice-based research types, this lecture will focus on demonstrating the fundamental principles of the architectural project brief. It will outline the key purposes and components of a typical brief and discuss its dynamic production in relation to an architectural project driven by a client with objectives and a budget as well as user-groups and communities with needs and desires. The session will include an in-class activity in which we will collectively produce a brief by working backwards from a constructed building. This will form the basis of understanding for the production of Assignment 1: Building-in-brief.

READINGS

Cherry, E., *Programming for Design: From Theory to Practice*, New York: J. Wiley, 1999
RAIA Practice Services Advisory Note: AN 10.03.100: *The design brief*

Week 3 **10 August**
LECTURE ***Community: Who are we doing it for? Who with?***

This lecture foregrounds the players, aside from the architect, who hold stakes in the operations and outcomes of architectural practice (and as well architectural discourse and research): clients, consultants, users, communities (including the profession and the academy), and cultures (which are also inclusive of the profession and the academy). The emphasis is on the array of people and communities who shape, influence and deliver architecture, and on those upon whom architecture is foisted regardless of their interest or patronage as well as those who are excised from the architectural canon or arena by virtue of their difference (from the norm) in terms of gender, ethnicity etc (the neglected – i.e. where are the women, the indigenous groups, the minorities, the disadvantaged?). With a focus on themes of CULTURAL DIVERSITY among others this lecture asks the questions about who it is that architecture is and/or perhaps should be for.

READINGS

Ahrentzen, S., Anthony, K.H. , 'Sex, Stars, and Studios: A Look at Gendered Educational Practices in Architecture', *Journal of Architectural Education*, Vol. 47, No. 1. (Sep. 1993), pp. 11-29.
Gelder, K. and Jacobs, J., 'The Modern Sacred: On the new age of a postcolonial nation' in *Uncanny Australia: Sacredness and identity in a postcolonial nation*, Melbourne: Melbourne University Press, 1998, pp. 1-22.
Kingsley, K. 'Gender issues in teaching architectural history', *Journal of Architectural Education*, Vol. 41, No. 2 (Winter 1988), pp. 21-25.

DEMONSTRATION LECTURE (Joely-Kym Sobott)
The conduct of research: writing, speaking and thinking in architecture
Demonstration: Unpacking the scholarly paper

While at a theoretical level the distinction between the spoken and the written word is hotly contested, at a practical level, differences abide. When speaking, "we" often rely on verbal and visual cues to construct meaning that are not available to us, when writing. Clear prose otherwise obeys particular literary conventions. The first part of this lecture elaborates on this distinction, pointing to the techniques of written and oral communication that students can deploy in the preparation of their research proposal and its presentation. The second part of the session unpacks the scholarly paper, as a means to identify its parts. The demonstration works on the assumption that writing not only articulates our thoughts; it produces them, calling into question who we are, especially as authors with freedoms and responsibilities to the conduct of research. This will form the basis of understanding for the production of Assignment 2: Major essay including the submission of the Research Proposal.

For the purpose of the unpacking exercise in part 2 of the session, students must read the article placed on the student server (TBA).

READINGS

Borden, I. and Rüedi, K., *The dissertation: an architectural student's handbook*, Oxford: Architectural Press, 2000.
Foucault, M. 'The Masked Philosopher', in *Ethics, Subjectivity and Truth, Essential Works of Foucault 1954 – 1984, Volume 1*, ed Paul Rabinow, trans. Robert Hurley and Others, London: Penguin Books, 2000, pp. 321-328.

Week 4 **17 August**
LECTURE ***Background: Where have we come from?***

This and the following lecture together frame the backward- and forward-looking trajectory that charts the inheritances and future directions of contemporary architecture. This week's lecture constructs an image of the background against or in relation to which historical, theoretical and practice-based activities in architecture have evolved. It features a significant emphasis upon the theme and role of HISTORY which, through what may be called a 'feedback' process, influences that which follows (in this case, the design and construction of buildings and settings). Through this lens are discussed additional themes. One is TECHNOLOGY – the use and expression of which in more recent times (and with increasing emphasis since the late nineteenth century) became entwined with aesthetic and moral imperatives. The other is the interrelated set of terms of MODERN,

MODERNISM(S), MODERNITY, POSTMODERNITY. The fact that we are still embedded within one or more of these paradigms makes comprehension complex but it is nonetheless essential to develop a critical attitude and awareness of what it means to have come from a particular background.

READINGS

- Lowenthal, D., 'Nostalgia' in *The past is a foreign country*, Cambridge [Cambridgeshire]; New York: Cambridge University Press, 1985, pp 4-12
- Jarzombek, M., 'The Disciplinary Dislocations of (Architectural) History', *The Journal of the Society of Architectural Historians*, Vol. 58, No. 3, Architectural History 1999/2000. (Sep. 1999), pp. 488-493.
- Lavin, S., 'Theory into History; or, the Will to Anthology', *JSAH*, Vol. 58, No. 3, Architectural History 1999/2000. (Sep. 1999), pp. 494-499.
- Schwarzer, M., 'History and Theory in Architectural Periodicals: Assembling Oppositions', *JSAH*, Vol. 58, No. 3, Architectural History 1999/2000. (Sep. 1999), pp. 342-348.
- Vidler, A., 'Technologies of Space/Spaces of Technology', *JSAH*, Vol. 58, No. 3, Architectural History 1999/2000. (Sep. 1999), pp. 482-486.

Week 5 **24 August**
LECTURE ***Trajectory: Where are we going?***

As a rejoinder to the previous lecture this one asks the questions about where architects are heading now and in the future. What lessons have been learned from the past? What are those that might have been learned but are lost opportunities? Where will our inheritance take us and, as will be discussed next time, how are we or will we be going about it? Selected from a welter of possible directions and concerns, this lecture highlights three broad themes of (i) GLOBALISM and LOCALISM, (ii) URBANISM and (iii) HOUSING as those that have acquired mainstream presence in architectural circles in recent years. None are new ideas in architecture, but the intensity and spread of their influence and the sheer volume of work (buildings, competitions, studies, reports, publications etc) produced in their pursuit is evidence of their importance to the discipline. Urbanism comprises a raft of competing ideas and principles about the design and planning of urban and suburban areas world-wide. In this lecture it will be discussed in terms of its positioning of architecture in relation to setting. Housing design has been a primary concern for architects for at least the last century, not least because the house (either in its single detached or in its prototypical and supposed though rarely realised 'mass-produced' form) has been deployed as what is typically called a 'laboratory' for experimentation. In the 21st century, housing is seen as no less of an arena for invention.

READINGS

- Foster, H. 'Neo-futurism: Architecture and technology', *AA Files* 14, pp. 25-27.

Week 6 **31 August**
LECTURE ***Focus and Technique: How are we or will/should we be doing it?***

In the last of the series of thematic lectures the final set of questions is delivered. Given the historical and pragmatic attachment of architecture to technology and technique (seen in week 6), what are the tools, skills, methods or areas of expertise that are most forcefully driving architecture today and into the future? The lecture will focus especially on two key areas, each of which (in tune with the agendas of the Modernists and others for whom technology was a means or form of expression) can be seen to possess technical but also powerful aesthetic and ideological (as well as moral and ethical) imperatives. These are the themes of (i) SUSTAINABILITY and/or ENVIRONMENTALISM and (ii) VIRTUAL REALITY or DIGITALISATION.

READINGS

- Hays, K. Michael, 'Architecture Theory, Media, and the Question of Audience', *Assemblage*, No. 27, Tulane Papers: The Politics of Contemporary Architectural Discourse. (Aug. 1995), pp. 41-46.
- Lowenthal, D. 'Empires and ecologies: reflections on environmental history', in Griffith, T. and Robin, L., *Ecology and Empire: Environmental History of Settler Societies*, Melbourne: Melbourne University Press, 1997, pp 229-236.
- Morris-Nunn, R., 'CH2', *Architecture Australia*, Vol. 96, No. 1 Jan/Feb 2007, pp. 90-99.
- Raisbeck, P., 'Bridging the void', *Architecture Australia*, Vol. 96, No. 1 Jan/Feb 2007, pp. 46-55.

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Return of Student Work

Marked assessments submitted on time will be made available for collection by students at least one week before the next assessment in the unit is due, or no more than four weeks after submission, whichever is sooner.

Student Support

Student Services offers services and programmes that complement the university experience and promote links with the broader community. Information about the services offered is available at <http://www.studentservices.uwa.edu.au/ss>

Student Guild

Information about the University Student Guild is available at <http://www.guild.uwa.edu.au>

ACE

All newly enrolled students (at any level) are required to complete the Academic Conduct Essential (ACE). Further information can be found at <http://www.ace.uwa.edu.au> .

POLICIES AND PROCEDURES

Charter of Student Rights

The University's charter of student rights is available at <http://www.secretariat.uwa.edu.au/home/policies/charter>

Academic conduct and Ethical Literacy

The Faculty and the University take very seriously issues of academic literacy and ethical scholarship. The University has developed a series of policies relating to ethical literacy and the Faculty's Academic Conduct Policy reflects these guidelines. The Faculty uses the University wide reporting and penalty mechanisms for students found to have been involved in academic misconduct. To view the Faculty's Academic Conduct Policy please refer to: <http://www.alva.uwa.edu.au/students/policies/assessment/misconduct>

Appeals

Where there is dissatisfaction with an assessment result and/or progress status students may lodge an appeal. For information regarding the appeals process please go to: <http://www.secretariat.uwa.edu.au/home/policies/appeals>

FACULTY POLICIES AND PROCEDURES

Attendance

Under General Rule 2.1.15, students are required to attend prescribed classes and submit work of a satisfactory standard. Under General Rule 2.1.16 a student may be prohibited by the Faculty from undertaking further study or examination in the unit concerned if the requirements of 2.1.15 are not met.

Extensions

The Faculty approves extensions only in exceptional circumstances in order to ensure that all students are treated fairly and that submission date schedules, which are designed to produce ordered work patterns for students, are not disrupted. Extensions may be authorised only by the Manager, Student Office.

In all cases, requests for extensions require the submission of an official extension form before the due date.

To view the full AVLA Extension policy and application procedures go to: <http://www.alva.uwa.edu.au/students/policies/assessment/extension>

Submission of late work

All assessment tasks are due at 4pm on the date indicated in the unit's Assessment Mechanism Statement, with the exception of in-class assessment items such as tutorial presentations. Any assessment task which is submitted after the time indicated in the assessment mechanism statement on the due date without a formal approved extension will be considered late and appropriate penalties will be applied. The late work policy should be read in conjunction with the ALVA Extension Policy available at <http://www.alva.uwa.edu.au/students/policies/late-work>

Digital Submissions

The ALVA Digital Submissions policy is available at:

http://www.alva.uwa.edu.au/students/policies/assessment/digital_submissions

Academic conduct

Academic misconduct includes plagiarism, collusion and other forms of cheating. The University of Western Australia defines Academic Misconduct as "any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment".

The full AVLA misconduct policy is available at:

<http://www.alva.uwa.edu.au/students/policies/assessment/misconduct>

Special Consideration

Special consideration allows Faculties to take into account significant and unforeseen factors that may have affected your academic preparation or performance. Students who believe they may be eligible for special consideration should make an appointment to meet with the Manager, Student Office as soon as possible after the onset of the medical condition or other circumstance. For information regarding special consideration please go to:

http://www.guild.uwa.edu.au/home/student_assistance/academic_help/special_considerations

Academic Writing

Student Services provides an online guide to assist you in writing essays and general academic writing. Tools, techniques and tips on how to complete your written assignments is available at

<http://www.studentservices.uwa.edu.au/ss/learning/alva> and

http://www.studentservices.uwa.edu.au/ss/learning/academic_writing