Course Syllabus

Course Code	Course Title	ECTS Credits
ARCH-421	Senior Living Social Aspect of Architecture	4
Prerequisites	**Department**	**Semester**
-	Architecture	Fall
Type of Course	**Field**	**Language of Instruction**
Major Elective	Architecture	English
Level of Course	**Lecturer(s)**	**Year of Study**
1st Cycle	Maria Hadjisoteriou	4th
Mode of Delivery	**Work Placement**	**Corequisites**
Face to face	N/A	-

Course Objectives:

- To introduce students to an interdisciplinary viewpoint with an emphasis on social issues, and help students understand how they can be addressed in architectural terms
- Allow students to find relationships among the various disciplines and actively investigate Senior Living related issues from diverse perspectives.
- To help students research and investigate Assisted Living Environments both through readings and interdisciplinary lectures including architecture and sociology, as well as with direct contact with the user and its social environment.
- To examine the ways in which space is socially constructed
- To introduce students to design standards for people with disabilities
- To approach issues of accessibility as a fully integrated part of the design process.
- Understand the principles for design for people with physical or mental impairments
- Students learn to be socially aware and to place the user to the centre of their investigation

Learning Outcomes:

- Rethink how physical impairment enables critical and creative approaches to design for the user
- Consider how the identity of the disabled can be redefined through alternative definitions which are opposed to the ~medical model~

- Gain a better understanding of physical needs, social and physical diversity of user groups.
- Consider disabled access as an integral part of the design process and not an inconvenience.
- Critically appraise and form considered judgments about the spatial, aesthetic, technical and social qualities of Assisted Living Environments
- Translate social and physical needs into an architectural language.
- Develop the ability to formulate, interpret and communicate appropriate concepts derived from theoretical research into an architectural language.
- Develop a User specific design principles based on research findings, analysis of case studies and examples
- Examine the various models of Assisted Living built environments

Course Content:

- Site visit
- Readings and discussions
- The human figure – working with the "standard" images of the human figure
- Analysis of the existing Building
- Research & Analysis of Case studies
- Research – Identifying social models
- Exploring systems of Assisted living in relation to the urban context/ Identifying optimised living environments
- Identifying areas of individual research
- Preparing, formatting and presenting research findings

Learning Activities and Teaching Methods:

The class is based on research and development of knowledge through student centred research findings. Teaching methods and learning activities include research exercises, analysis, workshops, desk-crits, pin-ups, student seminars, individual instruction, midterm/final presentations. Group discussions will also be taking place concerning interchange of ideas on given briefs.

Assessment Methods:

Lectures, presentations, readings & research, workshops, case studies, group discussions, pin-ups, student participation, midterm/final presentations.

Required Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Living for the Elderly	Eckhard Feddersen & Insa Lüdtke	Birkhauser	2018	ISBN: 978-3035609806
Doing Disability Differently. An alternative handbook on architecture, dis/ability & designing for everyday life	Jos Boys	Routledge	2014	ISBN13: 978-0-415-82493-4
Designing from a Disabled Body: The Case of Architect Marta Bordas Eddy	Natalia Pérez Liebergesell, Peter-Willem Vermeersch & Ann Heylighen	Multimodal Technologies and Interaction 2,4	2018	

Recommended Textbooks / Readings:

Title	Author(s)	Publisher	Year	ISBN
Designing for Disability Justice: On the need to take a variety of human bodies into account	Matthew Allen (https://www.gsd.harvard.edu/byline/matthew-allen)	Harvard University Graduate School of Design	2021	
Designing for disabled children and children with special educational needs	Gill Hawkins DCSF John Jenkins Haverstock Associates Lucy Watson DCSF Val Foster Val Foster Associates Malcolm Ward Malcolm Studio Daniel Keeler PB&R Design Services, Hampshire County Council	Building Bulletin 102	2008	