Course Syllabus

Course Title:	Course code:
Behavior in Architecture	0660415
Course Level:	**Course prerequisite (s):**
4nd year	Theories of contemporary architecture
Lecture Time:	**Credit hours:**
Sun., Tue., and Thu. 8:10-9:00 @61-101	3

Academic Staff Specifics

Name	Rank	Office Number and Location	Office Hours	E-mail Address
Dr. Afnan Saleh	Assistant professor	61-316		*a.saleh@ philadelphia.edu.eq*

Course description:

Introducing social and environmental human sciences, with emphasis on the Environment impact, as prime factor, on human behavior. Then the influence of the sociological and psychological output on architectural design. The perception and realization processes of the 2D & 3D forms. Finally, discussing sensuous, symbolism for architectural forms.

Course objectives:

This course examines the interrelationship between the human behavior and the built environment by shading the light upon the relation between the key theories of human behavior and theories of architecture and urban design such as proxemics theory, defensible space, CPTED, the image of the city, gestalt theory… etc. This course aims essentially to improve the student's understanding of the human behavior and its relation to the built environment. This main goal can be achieved through achieving the following objectives:

- To apply and analyze cases of human behavior on the built environment as response to self-motivations. (cognitive approach)
- To apply and analyze cases of human behavior on the built environment as response to surrounding environment (behaviorists' approach)

- To evaluate the human behavior on the built environment as response of both the self-motivations and the surrounding environment. (holistic vision, Hegelian dialectic)
- To create a principle of design that takes both the user and the built environment in consideration to design and create positive environments.

Course components

Books;
Selected sections from several books shown at the end of this syllabus

Support material;
Various illustrations on Data Show, books, magazines, site visits, and DVDs.

Homework and laboratory guide:
A series of exercise sheets designed to achieve the course objectives. Each sheet includes exercise description, exercise objective, required instruments and materials, and guiding instructions and the time of work to produce required submittals.

Teaching methods:

This course follows the process of encourages the creativity of architecture students since the material of this course can help the student to have a comprehensive understanding of what concept means in architecture and urban development. This can be achieved through both classical; and constructivist teaching methods like;

- Lecturing; lecture provides quick exposure to new material, ensures the ability to complete and clarify course material, and facilitates large-class communication.
- Collaborating; active participation of students through talking and listening to others opinion establish personal connection between students and the topic. This can be achieved through different methods depend on level of students interest. The frequent used method is classroom discussion. The process of classroom discussion can develop critical thinking. In this process, different attitudes or opinions are probed among the students, the information received are then paraphrased, and the discussion developed through a series of questions.
- Research projects are exercises in which students apply skills and methods learned through lectures and readings to the study of a building or space on campus.

Learning outcomes:

Knowledge and understanding:

- Pre-Design: Ability to prepare an assessment of user, community and authority spatial needs.

Cognitive skills - (thinking and analysis):

- Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.
- Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—user groups, local community, authority—and the architect's role to reconcile stakeholder needs.
- Ethics and Professional Judgment: Awareness of the ethical issues involved in the formation of professional judgments in architecture design and practice.

Communication skills - (personal and academic):

- Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
- Design Thinking Skills: Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space..
- Global Culture: Understanding the role of political, economic, and social factors effecting the architecture and the cultural norms of a variety of settings.
- Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures

Assessment instruments

Work for the class will include extensive reading, two short written exercises, a longer final paper, and three exams (two in-classes and the other a final). It is essential that all reading be completed in advance of each class. There will be an occasional pop quiz on the day's assigned readings. These readings will affect your class participation grade; if you don't do the readings, you can't participate in class discussion.

Allocation of Marks			
	Assessment Instruments	**Wight**	**Mark**
First Exam	Exam 1	20%	20%
Second Exam	Exam 2	20%	20%
Reports	Individual assignments and readings	5%	20%
	Research project in campus (group work)	5%	
	Quizzes	5%	
	Class participation	5%	

Final Exam	Exam 3	40%	40%
Total		**100%**	**100%**

Engineering student should have the ability of <u>time management</u>. Consequently, assignments and exercises should be submitted on time. A bonus of 5% of the students' grade will be awarded to those who submit their projects on time. A penalty of 5% of the students' grade will be inflicted foe each day of delay (weekends included).

Documentation and academic honesty

The students are trusted to act honorably. Those who are in violation of the academic honesty can be subjected to standard penalty for a first offence includes issuing "No Pass" or "No Credit" for the exercise in which the violation occurred. The standard penalty for a multiple violation includes "No Pass" or "No Credit" for the course. Examples of conduct which to be regarded as being in violation include unpermitted collaboration and representing the work of another as one's own work.

Course academic calendar

Week No.	Dates		Subject	Readings and homework
1.	October	14 16 18	Course outline Introduction	Drop/ add period
2.	October	21 23 25	Participatory design	Contextmapping
3.	October November	28 30 1	The moral principle Behaviorist approach	Defensible space (territoriality, surveillance and image)
4.	November	4 6 8	Territoriality	Crime Prevention Through Environmental Design (CPTED)
5.	November	11 13 15	Human distances	Exam-1
6.	November	18 20[1] 22	Proxemics theory – the language of space	Exam-1
7.	November	25 27 29	Cognitive approach	Bio-geometry
8.	December	2 4 6	Sensation – Perception	Psychology of light
9.	December	9 11 13	Perception	Empathy in architecture

---

[1] The anniversary of the Prophet Mohamad's birth

10	December	16 18 20	Cognition – the image – the meaning	Exam-2
11.	December	23 25[2] 27	Various applications on architecture	Exam-2
12.	December January	30 1[3] 3	Aesthetic of architecture	
13.	January	6 8 10	Communication and interpretation Space and emotions	
14.	January	13 15 17	Human action	
15.	January	20 22 24	Holistic vision	
16.	January	27 29 31		Finals

Expected workload:

Course Hours including exam weeks: 16*3 hours = 48 hours; Study hours out of class: 25 hours; Homework / assignments: 3*3 hours = 9 hours; Research project: 15 hours

Total expected workloads = 97 hours

Attendance policy:

Absence from lectures and/or tutorials shall not exceed 15% (=7 sessions). Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/Faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

References

3XN. 2010. *How Architecture Shapes Behaviour: Mind Your Behaviour.* Copenhagen : Dansk Arkitektur Center, 2010.
Alexander, Christopher. 1978. *A Pattern Language: Town Buildings Construction.* New York : Oxford University Press, 1978.
Arendt, Hannah. 1998 (1958). *The human condition.* Chicago : University of Chicago Press, 1998 (1958).
Canter, David. 1977. *The Psychology of Place.* London : the Architectural Press Ltd, 1977.
Desy, C. M. and Lasswell, T. 1990. *Designing Places for People, a Hand Book on Human Behavior for Architects, Designer and Facility Managers.* New York : Whitney Library of Design, 1990.

---

[2] Christmas

[3] New year

Eriksen, Thomas Hylland. 1995, 2001. *Small places, large issues: an introduction to social and cultural anthropology.* London : Pluto press, 1995, 2001.

Hall, Edward. 1966, 1990. *The Hidden Dimension.* New York : Anchor books, Random House, Inc. , 1966, 1990.

Hansson, Mats G. 2008. *The private sphere: an emotional territory and its agent.* Sweden : Springer Science and Business Media B.V., 2008.

Lang, Jon. 1987. *Creating architectural theory: the role of the behavioral sciences in environmental design.* Oxford : Cengage Learning, 1987.

Lawson, Bryan. 2001. *The language of space.* Oxford : Reed Educational and Professional Publishing Ltd, Architectural Press, 2001.

Lee, Terence. 1976. *Psychology and the Environment.* London : Methuen & Co. Ltd, 1976.

Saleh, Afnan. 2010. *Urban Design for Campus Violence Control.* Cairo : Cairo University, 2010.

Spradley, James P. 1980. *Participant observation.* New York : Holt, Reinehart and Winston, 1980.

Zeisel, John. 1981. *Inquiry by design: tools for environment-behavior research.* California : Brooks/Cole Publishing Company, 1981. ISBN 0-8185-0375-0.