

ALTERNATIVE PRACTICES: RESEARCH METHODS

**Bachelor in Architectural Studies BAS SEP-2023 APRM-
AS.5.M.A**

Area Architecture and Design

Number of sessions: 30

Academic year: 23-24

Degree course: FIFTH

Number of credits: 6.0

Semester: 1º

Category: COMPULSORY

Language: English

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Associate Professor

Laura Martínez de Guereñu is an architect, design critic, and associate professor at IE University, Madrid-Segovia, Spain. Laura is author of the book *Lilly Reich in Barcelona: The Materialization of a Neglected Authorship* (forthcoming) and the art intervention *Re-enactment: Lilly Reich's Work Occupies the Barcelona Pavilion* (Fundació Mies van der Rohe, 2020; Finalist FAD Award 2021, Ephemeral Interventions), guest editor of the journal issue "Who Designs Architecture? On Silenced and Superimposed Authorship" (RA. Revista de Arquitectura, v. 23, 2021), co-editor of *Bauhaus In and Out: Perspectives from Spain* (AhAU, 2019) and *Josef Albers. An Anthology 1924-1978* (Fundación Juan March, 2014), as well as editor of *Rafael Moneo: Remarks on 21 Works* (The Monacelli Press, 2010). Her essays have been published in a number of books and periodicals, including *Grey Room*, *Architectural Histories*, *Archivo Español de Arte*, *Massilia*, *Docomomo Journal*, *MAS Context*, *Architectural Record*, and *Arquitectura Viva*; and her work has been featured in *a+u: architecture and urbanism*, *Architectura: Die Zeitschrift für Geschichte der Baukunst*, and *West 86th: A Journal of Decorative Arts, Design History, and Material Culture*.

Laura's research has been supported by a several competitive fellowships: Humboldt Research Fellowship for Experienced Researchers (2021-2023, hosted by the TU Munich, Germany), Lilly Reich Grant for Equality in Architecture (2018, Inaugural Recipient, Mies van der Rohe Foundation) and a Leonardo Grant for Researchers and Cultural Creators (2015, BBVA Foundation), among others. She is currently writing a book on the design history of the German Representative Pavilion of Barcelona (1929), which will bring to light the input of many forgotten key players in the construction of the masterpiece. She holds a Master in Design Studies with Distinction from Harvard University and a PhD in Architecture from the University of Navarra. At IE School of Architecture and Design Laura teaches in and coordinates the architecture history and theory sequence. Laura has supervised several PhD dissertations in other institutions in Spain and has served on more than 30 dissertation committees.

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SUBJECT DESCRIPTION

The course "Alternative Practices: Research Methods" provides an introduction to the basics of qualitative, quantitative, and mixed methods of research in architecture and related disciplines. The course combines methodological instruction, writing workshops and extensive reading of examples across a range of methodologies, theoretical frameworks, and subject areas.

The goal of the course is threefold:

- . First, to avail the students with the necessary tools for the development of their Capstone Projects, to be undertaken in the following semester.
- . Second, to arm students with the tools for producing rigorous and relevant research as part of a design process.
- . Third, to provide students with general knowledge of research methods as a first step toward a possible career in academic research.

The course will require students to read and analyze closely, to interpret constructively, to write with precision, and to integrate critique as part of the creative and scientific process.

PREREQUISITES

This course is part of the 5th year "Alternative Practices" sequence, which is intended to apply students' architectural skills to areas of knowledge at the edges of the architectural discipline. As such, the course assumes that students have completed the first four years of the Bachelor in Architectural Studies, or equivalent. This course assumes that students have completed successfully the five subjects of the architecture history and theory sequence, Architecture History and Contexts (AHC, 1^o BAS), Architecture History and Theory 1 and 2 (AHT1, AHT2, 3^o BAS) and Architecture History and Theory 3 and 4 (AHT3, AHT4, 4^o BAS) of the program, where they have acquired a basis for the analysis and interpretation of readings as well as exercised their writing skills.

LEARNING OBJECTIVES

(Per Ministerial Decree EDU/2075/2010, 29 of July; and the official accreditation request for the Bachelor in Architectural Studies, July 2015; see BOCYL, 14 March 2018: p. 10477-10481).

2.1-BASIC AND GENERAL OBJECTIVES

- CB1: Students have demonstrated knowledge and an understanding of a given area of study, building upon the foundation of secondary education, supported by advanced texts, and including aspects that engage the latest advances in their area of study.
- CB2: Students can apply their knowledge professionally to their work or vocation and possess the competencies that are often demonstrated through elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3: Students can gather and interpret relevant facts (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific, and ethical topics.
- CB4: Students can transmit information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5: Students have developed the necessary learning skills to continue their studies with a high degree of autonomy.
- CG1: Knowledge of the history and theories of architecture, as well as that of the arts, technologies and human sciences related to the field.

2.2-SPECIFIC COMPETENCIES

Module: Design

Subject: History, Theory and Critique

- CE42: Ability to formulate an architectural critique.
- CE49: Adequate knowledge of general architectural history.
- CE53: Adequate knowledge of the architectural, urbanistic and landscape traditions of western culture, as well as its technical, climatic, economic, social, and ideological foundations.
- CE56: Adequate knowledge of the foundations of vernacular architecture.
- CE57: Adequate knowledge of sociology, theory, economics, and urban history.

2.3-TRANSVERSE COMPETENCIES OF THE UNIVERSITY

- CT1: Ability to identify the main characteristics of cultural identities that characterize the contemporary world through the knowledge of central ideological currents.
- CT2: Ability to exercise professional behavior in accordance with constitutional principles and ethical values of the respective profession.
- CT4: Use disciplinary knowledge to analyze and evaluate current situations.
- CT6: Work actively in an international context.

2.4 SPECIFIC OBJECTIVES

We will focus on developing students' ability to formulate clear and productive research questions, to conduct a review of the existing literature on a particular research topic and to produce an annotated bibliography, to collect and interpret data from different sources, to draw conclusions and to suggest applications of their findings.

We will also prepare students to understand and to work within several relevant strategies for architectural research, as well as providing an initial training in qualitative, quantitative, and mixed methods of research.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	10.0 %	15.0 hours
Discussions	16.67 %	25.0 hours
Exercises in class, Asynchronous sessions, Field Work	20.0 %	30.0 hours
Group work	10.0 %	15.0 hours
Individual studying	43.33 %	65.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

SESSIONS 1 - 3 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Introduction: What is Research? What is a Research Question? How does academia work?

SESSIONS 4 - 6 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Research Strategies: Historical Research

SESSIONS 7 - 9 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Research Strategies: Qualitative Research and Correlational Research

SESSIONS 10 - 12 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Research Strategies: Experimental (and Quasi-Experimental) Research and Simulation Research

SESSIONS 13 - 15 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Research Strategies: Logical Argumentation, Case-Studies and Combined Strategies

SESSIONS 16 - 18 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Research Strategies: Quantitative Methods

SESSIONS 19 - 21 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Research Proposals

SESSIONS 22 - 24 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

(Annotated) Bibliography

SESSIONS 25 - 27 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Research Questions

SESSIONS 28 - 30 (LIVE IN-PERSON)

Sustainability Topics:

- Social Challenge

Final Review: Presentation of Research Question, Annotated Bibliography, the 5 questions Final Submission.

EVALUATION CRITERIA

This course requires continuous participation and work. While there is a final assignment, it is in large part composed of the exercises submitted during the course sessions.

The final deliverables to be submitted on the last day of class (sessions 28-29-30) will be a writing portfolio in which students will show the multiple research approaches and topics they have developed over the semester (20%), as well as a developed research proposal (30%). The presentation and discussion of the Final Review will count an additional 20%.

. The developed research proposal will consist of a title (maximum 12 words), an abstract (300 words), five keywords, an introduction with a research purpose (800-1000 words), an initial literature review (500-800 words), the research question (50-100 words), a description of the research method to be applied (300-500 words), an (annotated) bibliography (distinguishing between archives, primary sources, secondary sources, interviews, web sources, etc), the final aims of the research (300-500 words) with a summary responding to five questions (This is what I am focusing on; this is why it is relevant; this is what is known/not known and why it needs attention; this is my burning question; this is how I aim to address the question).

. As a record of the Final Review presentation the students will submit a pdf with a 5-slides summary of visual content.

The students will submit a first draft of the research proposal earlier, on December 3, 2023, after the "Capstone Project Supervisors Presentation" (CPSP) (scheduled for November 23, 2023), and sessions 19-20-21 (scheduled for November 28, 2023). This first draft of the research proposal will count another 20% of the final grade. It should have a clear title (maximum 12 words), an extension between 300 and 400 words, and 5 keywords.

Class participation will count an additional 10%.

criteria	percentage	Learning Objectives	Comments
Class Participation	10 %		Engagement and commitment
First Research Proposal	20 %		Submitted with the choice of Capstone Project supervisors
Developed Research Proposal	30 %		Formulation of a clear and productive research question
Writing Portfolio	20 %		Close analysis, constructive interpretations, precise writings
Final Review	20 %		Clarity of presentation and argumentation

RE-SIT / RE-TAKE POLICY

SECOND ENROLLMENT (extraordinary):

Students at a second enrollment will need to submit a new Research Proposal (60%) with an annotated Bibliography (40%).

THIRD AND FOURTH ENROLLMENTS:

Students at a third and fourth enrollment will need to do the same assignments of the rest of the class in their first enrollment.

***Academic Integrity:** Express the ideas you use in your own words. Words or ideas that come from someplace or someone else must be cited: "A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea—say so, either in a footnote, bibliography, or parenthesis" (from Academic Honesty in the Writing of Essays and Other Papers, Carleton College, 1990).

All the work you do for this course must meet the standards of academic integrity expressed by IE University's Code of Ethics (Academic Rules/ Plagiarism). It is available at Blackboard Ultra. Assignments and exams that fail to meet this standard receive a grade of 0 points and will be reported to the University administration. Repeated violations result not only in a failing grade for the course but may also be subject to further penalties, up to and including dismissal from the University.

BIBLIOGRAPHY

Compulsory

- Linda N. Groat and David Wang. (2013). *Architectural Research Methods*.

Second Edition. Wiley. ISBN 9780470908556 (Digital)

- Claire Lemerrier and Claire Zalc, Arthur Goldhammer, trans.. (2019).

Quantitative Methods in the Humanities: An Introduction. University of Virginia Press. ISBN 9780813942698 (Digital)

Recommended

- John W. Creswell and J. David Creswell. (2018). *Research Design: Qualitative, Quantitative & Mixed Methods Approaches*. Fifth Edition. SAGE Publishing. ISBN 9781506386768 (Digital)

- Ray Lucas. (2016). *Research Methods for Architecture*. Laurence King. ISBN 9781780677538 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.