ECTS COURSE INFORMATION FORM

School/Faculty/Institute	**Faculty of Arts, Design and Architecture**	
Program	**B.Sc. in Architecture**	**Required**

Course Code	**FADA 121**			
Course Title in English	**Environmental Ethics**			
Course Title in Turkish	**Çevresel Etik**			
Language of Instruction	**English**			
Type of Course	**Lecture**			
Level of Course	**Undergraduate**			
Semester	**Fall**			
Contact Hours per Week	**Lecture: 2**	**Recitation:**	**Lab:**	**Other:**
Estimated Student Workload	**80 hours per semester.**			
Number of Credits	**3 ECTS**			
Grading Mode	**Standard Letter Grade**			
Pre-requisites	**None**			
Expected Prior Knowledge	**None**			
Co-requisites	**None**			
Registration Restrictions	**Only Undergraduate Students**			
Overall Educational Objective	**To examine the viability and status of an ethical stance within architecture**			
Course Description	**Architecture has to re-invent itself in response to new developments in environmental, social and economic realities. These responses redefine the limits of ethical boundaries of the discipline of architecture as conventions at different periods. Both nature and the built environment exist as crucial factors that require consideration in design process. The relationships between a design ideology and the engineered solutions require exploration. Tracing the history of the profession's response to the ecological imperative can be revealed both in discourse and projects. As well as international contexts, the methods and technologies relevant to sustainable design practice in Turkey will be surveyed.**			
Course Description in Turkish	**Mimarlık; çevresel, sosyal ve ekonomik değişim ve yeniliklere kendini yeniden tanımlayarak yanıt vermektedir. Bu yanıtlar mimarlık mesleğinin etik sınırlarının uzlaşımlar olarak yeniden tanımlanmasına neden olur. Gerek doğa, gerekse yapılı çevre tasarım sürecinde dikkate alınan önemli unsurlardır. Bu açıdan, tasarım ideolojileri ve mühendislik çözümleri arasındaki bağlantılar inceleme gerektirir. Mesleğin tarihinin ekolojik şartlara yönelik çözümleri gerek teorik gerekse projeler yönünden araştırılabilir. Bu nedenle, evrensel açıdan olduğu gibi Türkiye'deki sürdürülebilir tasarım pratiği ile ilgili yöntem ve teknolojiler değerlendirilecektir.**			
Course Learning Outcomes and Competences	**Upon successful completion of the course, the learner is expected to be able to:** **1. discuss the concept of ethics in contemporary contexts through the consequences of modern philosophy and critical thinking;** **2. analyze the viability and status of an ethical stance within architecture;** **3. criticize architecture's re-invention of itself in response to new developments in environmental, social and economic realities;** **4. evaluate the redefinition of the limits of ethical boundaries of architecture as conventions at different periods;**			

	5. trace architecture's response to ecological imperative both in discourse and projects. **6. critique the design mechanisms about ethics in architecture.**

Relation to Program Outcomes and Competences: N=None S=Supportive H=Highly Related

Program Outcomes and Competences	**Level**	**Assessed by**
	N/S/H	Exam, HW, Seminar.
1. Ability to read, write and speak effectively in Turkish and English, equivalent to a B2 European Language Passport Level in English.	**S**	
2. Ability to question and interpret ideas considering diverse points of view; gather and use data, develop concepts related to people, places and the environment, and make individual decisions.	**H**	HW
3. Ability to use appropriate graphical methods including freehand and digital drawing techniques, (ECDL advanced) in order to develop ideas in addition to communicate the process of design.	**N**	
4. Ability to use fundamental principles of architectural design considering the place, climate, people, society as factors, and simultaneously express present principles in relevant precedents.	**H**	HW
5. Understanding of architectural principles belonging to global and local cultures shaped by the climatic, technological, socioeconomic, cultural factors, in addition to principles of historic preservation while developing architectural and urban design projects.	**H**	HW
6. Understanding of the theories and methods used to describe the relationship between human behavior and physical environment; and concurrently understanding different needs, values, behavioral norms, social and spatial patterns of different cultures.	**H**	HW
7. Ability to apply various stages of design processes considering the client and user needs, which include space and equipment requirements besides site conditions and relevant laws and standards.	**H**	HW
8. Understanding of the role of applied research in determining function, form and systems and their impact on human conditions and behavior.	**S**	
9. Understanding of the basic principles of static and dynamic structural behavior that withstand gravity and lateral forces, in addition to the evolution and applications of structural systems.	**N**	
10. Ability to apply the principles of sustainability in architectural and urban design projects that aim to preserve the natural and historic resources and provide healthful environments.	**H**	HW
11. Ability to apply the fundamental principles of building and safety systems such as mechanical, electrical, fire prevention, vertical circulation additionally to principles of accessibility into the design of buildings.	**S**	
12. Understanding of the basic principles in the selection of materials, products, components and assemblies, based on their characteristics together with their performance, including their environmental impact and reuse possibilities.	**H**	HW
13. Ability to produce a comprehensive architectural project from the schematic design phase to design development phase, while integrating structural systems, life safety and sustainability principles.	**N**	
14. Understanding of the principles of environmental systems such as energy preservation, active and passive heating and cooling systems, air quality, solar orientation, day lighting and artificial illumination, and acoustics; in addition to the use of appropriate performance assessment tools.	**H**	HW
15. Ability to choose appropriate materials, products and components in the implementation of design building envelope systems.	**N**	
16. Ability to understand the principles and concepts of different fields in multidisciplinary design processes and the ability to work in collaboration with others as a member of the design team.	**N**	
17. Understanding of the responsibility of the architect to organize and lead design and construction processes considering the environmental, social and aesthetic issues of the society.	**S**	
18. Understanding of the legal to responsibilities of the architect of the architect effecting the design and construction of a building such as public health and	**H**	HW

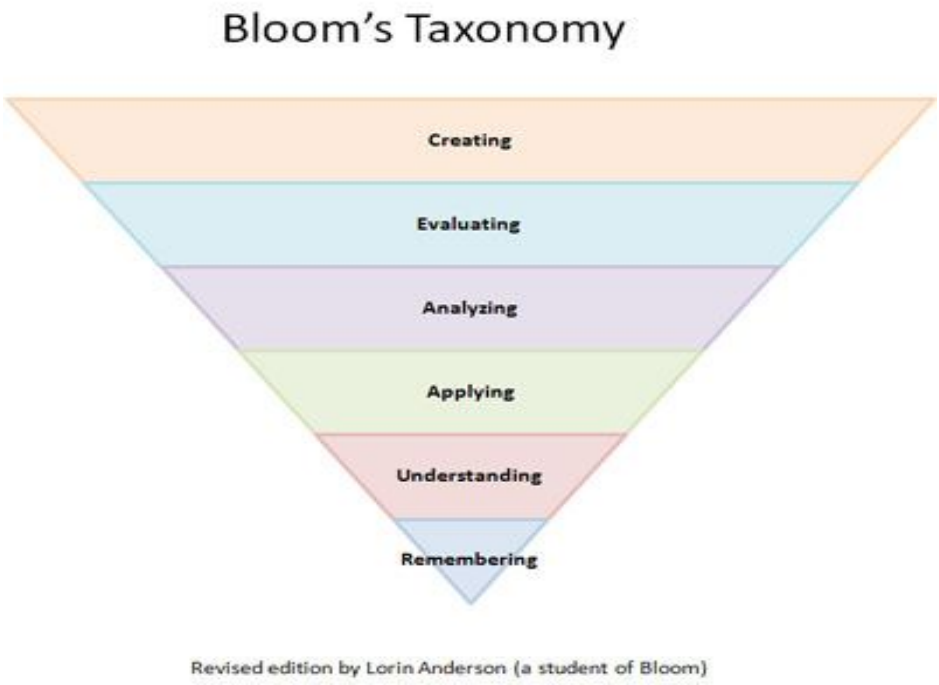
safety; accessibility, preservation, building codes and regulations as well as user rights.		
19. Ability to understand the ethical issues involved in the design and construction of buildings and provide services for the benefit of the society. In addition to the ability to act with social responsibility in global and local scales that contribute to the well being of the society.	**H**	HW, Seminar
20. Understanding of the methods for competing for commissions, selecting consultants and assembling teams, recommending project delivery methods, which involve financial management and business planning, time management, risk management, mediation and arbitration.	**N**	

Prepared by and Date	**İrem Korkmaz 10.03.2020**	
Semester	**Fall 2019-2020**	
Name of Instructor	**Prof. Dr. Semra Aydınlı, Esra Sert**	
Course Contents	**Week**	**Topic**
	1.	**Introduction**
	2.	**The Concept of "Ethics"**
	3.	**Holiday**
	4.	**Architecture, Environment and Ecology**
	5.	**Proto-environmentalism**
	6.	**Utopian thought in architecture**
	7.	**Modern movement and environmental considerations**
	8.	**Technological responses in 1960s**
	9.	**Midterm**
	10.	**Seminar**
	11.	**Contemporary approaches to environmental ethics**
	12.	**Ecological Architecture**
	13.	**Sustainable Architecture**
	14.	**Current Environmental Design Methods**
	15.	**Digital Technologies in Architecture and Environmental Ethics**
	16.	**Regulations, Institutions and Organizations**
Required/Recommended Readings	Recommended Reading: **King, R.**, 2000. "Environmental Ethics and the Built Environment", *Environmental Ethics* 22: 115-31. **Light, Andrew and Rolston, Holmes** (eds.), 2003. *Environmental Ethics: An Anthology* , Oxford: Blackwell. *Required readings for each week will be posted on Blackboard.*	
Teaching Methods	The course will have presentations by the instructor as well as extensive discussion by the class. The course follows the 'Flipped classroom' model, with all the presentations pre-recorded and available to the students prior to class.	
Homework and Projects	Seminar	
Laboratory Work	-	
Computer Use	Yes	
Other Activities		
Assessment Methods	1. Seminar: 30 points 2. Contribution to discussions, class work: 40 points 3. Final exam: 30 points	
Course Administration	Prof. Dr. Semra Aydınlı aydinli.semra@gmail.com Esra Sert esraser85@gmail.com Attendance is essential for this course. The students are responsible of watching the presentations in advance, as well as follow the instructions in each presentation and come prepared to class. Most of the class time will be allocated to discussion of concepts, ideas, approaches as well as individual works. Thus, student participation is essential for the success of the course. **Academic Dishonesty and Plagiarism: YÖK Disciplinary Regulation**.	

ECTS Student Workload Estimation

Activity	No/Weeks	Hours			Calculation	Explanation
	No/Weeks per Semester (A)	Preparing for the Activity (B)	Spent in the Activity Itself (C)	Completing the Activity Requirements (D)		
Lecture	14	1	2	1	56	A*(B+C+D)
Lab etc.					0	
Midterm(s)	1	4	2		6	A*(B+C+D)
Assingment, Project, Presentation, Jury	1	8	0	0	8	A*(B+C+D)
Final Examination	1	8	2		10	A*(B+C+D)
Total Workload					80	
Total Workload/25					3,2	
ECTS					**3**	

Key verbs for cognitive domain in writing learning outcomes and competences:



Key Verbs:

Remembering: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Understanding: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Applying: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analyzing: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Evaluating: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
Creating: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Key verbs for affective domain in writing learning outcomes and competences:

Receiving Phenomena: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organizing: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.