

Proposed Program/Syllabus Structure for the 2013/2014 Berkeley Prize Teaching Fellowship at the School of Architecture & Physical Planning, Makerere University Kampala, Uganda

Introduction.

Through project-oriented approach, the thrust is on ‘The Architect and the Accessible City’ empathetic to people with disabilities (PWDs) since people with disabilities still face considerable difficulties in Uganda in accessing the physical infrastructure and/or build environment owing to varied prejudices against them. Hence, this Teaching Fellowship targeting anticipated 40 Yr I architecture scholars in Foundation Studies of their B.Arch program is poised to trigger inculcating universal design among new architecture scholars in compliance with the UN Convention on the Rights of Persons with Disabilities to ensure equal accessibility of PWDs to Kampala’s built environment.

Aims and Objectives

With reference to Kampala City, through fundamentals of Basic Design and Fine Art for architects, the overall objective of the projects and academic expositions shall include but not be limited to:

- introducing general fundamental visual, cultural, social, and technical knowledge crucial in the awareness drive for universal design in making the city accessible for all;
- Attaining a closer perspective of students’ comprehension of case-specific facilities such as ramps, lifts, etc, and associated accessibility standards and construction not only for PWDs but as well as elderly persons, the sick, pregnant women, and those carrying heavy loads.

Student Requirements and Anticipated Product(s) of the Studio

Punctuality and timely accomplishment of assignments coupled with active discussion in class and a stance for exploration, intense creativity, inquisitiveness, and the will to accomplish course expectations is required of every student. With this backdrop, students are expected to produce exciting products spanning freehand atmospheric sketches/drawings, models/prototypes/architectural fragments, etc. Hence, students shall equip themselves with a diverse drawing materials and equipment.

Approach

Under studio-based teaching, students shall participate in selected projects involving appraisal, analytic, and generative activity spanning case studies, design exercises, and exploratory design synthesis.

Combined Syllabus and Detailed Schedule for the Full Academic Year:

i) Semester I, 2013-2014 Academic Year (Starting in August 2013)

Week	Duration	Title of Task
1	3hr Lecture	Introduction to Universal Design: as advocated for in principles of the integral and inclusive approach to design education
2	Part I: 1½ hr Lecture Part II: 1½ hr Lecture	Part I: What PWDs expect from Architects: A presentation by Consultants on Disabilities. Part II: Human Diversity: A visual exposition of pertinent physical and/or mental impairments and disabilities and their impact on the built environment;
3	3hr Lecture	Power-point exposition of selected global success stories of designing for the accessible City.
4 & 5	4hr Academic Tour x 2	'Handicap Creation' versus 'Handicap Elimination': A guided students’ tour of selected buildings/neighborhoods/institutions, etc, in Kampala City designed with principles of universal design. Students shall sketch salient features of universal design on the tour using basic elements of design.
6 & 7	4hr Academic Tour x 2	'Handicap Creation' versus 'Handicap Elimination': A guided students’ tour of selected buildings/neighborhoods/institutions, etc, in Kampala City designed without principles of universal design. Students shall sketch salient features of universal design on the tour using basic elements of design.
8 & 9	4 hr Academic tour x 2	'Handicap Creation' versus 'Handicap Elimination': A guided students’ tour of selected buildings/neighborhoods/institutions, etc, in Kampala City retrofitted with ‘accessibility for all’ elements. Students shall sketch retrofitted components using basic elements of design.
10, 11, & 12,	Studio-based Assignment	Each student is to select the most captivating space and/or architecture from each of the academic tours and execute the following: (i) a ‘blow-up’ free-hand atmospheric drawing of each of them using multi-media approach; (ii) engage technical workshop/crafts and sculptural skills in making accompanying ‘fragment’ showing as much architectural detail as possible and the most appropriate material(s) that best represent the spatial qualities of each selected space.
13	Review/Crit	Pin-up of atmospheric drawings, display of sketchbooks, and Fragments

14	Students retouch their work	Individual self-directed/self-supervised studio/in response to the crits to improve/modify their work
15	Semester I Product Exhibition & assessment	Closing Assessment
16 & 17	End of Semester I Examinations	

ii) Semester II, 2013-2014 Academic Year

1		Introduction to in-depths of Basic Design and Fine Art as corporate means of conceptualization, perceptualization, visualization, and production of fragments of architectural elements that make the city universally accessible
2	3 hr Lecture	In-depth exposition into various forms of architectural elements that make the city universally accessible
2, 3, 4, & 5,	Studio-based artistic/graphical and 3-D survey, and analysis	Exploration of architectural elements that make the city universally accessible regarding PWDs: Elevators; Ramps/layout for wheel chairs; Kerb ramps; “No Parking Except for Disabled Persons” Parking Bays; Doorways, toilets/WCs and showers; Building Signage; Platform/wheelchair lifts; Wheelchair turning spaces; Toe and knee Clearance; Window and door controls; General purpose sockets outlets; Passenger loading zones; Library standards; Workstations; Bathtub safety; Street furniture; Accessibility facilities in Transient accommodation (hotels, motels, hostels, university residences); Street Furniture; etc.
6-11	Combined case-study excursion and Studio-based artistic, graphical and 3-D survey, analysis and retrofitting	Kampala City has many buildings designed/built prior to the advent of Universal Design and emergence of attendant architectural guidelines. Students are to be placed in four groups. Each group is to select a building deficient in universal accessibility. Using Basic Design/Fine Art/Graphics skills, and Architectural Design Drawing attained from core portfolio classes, each group is to brainstorm eliminating accessibility barriers and evolve a corporate architectural design solution for making the building universally accessible including technical presentation of design at built form level with plans, working drawings (with suitable scales), sectional elevations and a model, all commensurate with Yr 1 level of the B.Arch. program.
12	Crit/Review	Pre-final progress assessment
13-14	Self-directed Studio of the students’ Groups	Students’ groups revisit projects in response to the crits/modify and make concluding touches.
15	Semester II Product Exhibition & assessment	Closing Assessment
16-17	End of Semester II Examinations	

Background Reading and Field Trips

To arouse and sustain their interest in universal design, students will be guided on tours that highlight successes and failures regarding universal design in Kampala City. Also, selected case studies would be drawn in through the internet. Apparently, students shall do individual self-study covering general and case-specific background reading on universal design via selected handouts/references/internet/libraries including but not limited to: Schulze, M (2010). *Understanding the UN Convention On The Rights Of Persons With Disabilities*. New York: Handicap International; Canadian Human Rights Commission (2006). *International Best Practices in Universal Design*. Ottawa: Betty Dion Enterprises Ltd.

Assessment

As with Makerere architecture, students’ work under this Teaching Fellowship shall be accorded 4 CUs for the full academic year. Prior to final assessment, coursework from individual and/or group work would be formally presented to the responsible tutor for interim and final critiquing. Internal assessment in week 15 of each Semester shall be the task of the tutor in charge assisted by Dr. Stephen Mukiibi, the Head of Department, Mr. Paul Njuki. a consultant/ from the Faculty of Special Needs and Rehabilitation (FSNR) of Kyambogo University (KYU), and a representative from Uganda National Action on Physical Disability (UNAPD). Furthermore, appraisal by the external examiner would be part of external assessment.