

# Unit 1: Practicing Ethics

## Food Play Machines



Smog Meringues, Centre for Genomic Gastronomy, Bangalore India (2017)

# Unit 1: Practicing Ethics

Unit 1 will see you joining an action-based approach to your first few weeks on BA Architecture. Alongside an introduction to the traditional structures and regulatory frameworks of professional practice, you will receive an initial overview of the planning processes that architects use to develop a project, together with an understanding of the duties, boundaries and values that are part of the profession.

This unit provides you with the fundamentals of architectural education, training and practice; the agendas, ambitions and methods of this BA Architecture course and the wider Spatial Practices Programme in the context of an art school. This unit will also cover the standards and expectations of the course's professional accreditation and the pathways put in place for you to achieve this.

Departing from the examination of the multiple histories of architectural education and practice, we will move to the critical analysis of what the role and definition of an architect is, and their duty of care.

By working with your peers as part of a project, you will start to explore what it means to 'practice', to 'collaborate', and what it is to be a 'professional'. This unit takes a hands-on approach to challenge your understanding of the profession in social, political and ethical terms.



Make A Salad, Alison Knowles (1962 onwards) ↵

## ↳ Unit 1: Introduction to Architecture

*The engaged voice must never be fixed but always changing, always evolving in dialogue with a world beyond itself. Bell Hooks,*

— bell hooks, *Teaching To Transgress: Education as the Practice of Freedom*

*“the city has failed its children [...] it fails to offer legitimate adventures”*

— Colin Ward, *The Child in the City*

Unit 1 marks the beginning of your development as a critically engaged professional. Over the next five weeks we will move from an initial examination of the history of architectural education and practice, to critical reflections about how to define architecture today, what the role of the architect in society is and what are their duties of care to the profession. As part of a series of workshops and lectures, you will start exploring what it means to 'practice', to 'collaborate', and to be 'professional', while challenging the understanding of architecture in social, political and ethical terms.

Contextualising spatial practice within the current historical moment becomes an imperative, as your journey through architecture will be marked by shifting times where the profession must engage with global socio-economic and ecological imbalances.

As future architects we must be aware, take responsibility and learn to articulate and visualise our contribution to society and the environment, responding to these multiple challenges through critical innovation and sensibility.

## ↳ Outline of Activities

As part of Unit 1 you will engaged with a series of tutorials and lectures which will allow you to test in first person some of the themes presented by the unit. The unit is constructed around two main parts: a set of "scaffolding lectures" to introduce some of the key questions connected to Ethics and Architecture, and a group design & build exercise which will see you design, construct and test a spatial infrastructure for children to explore Kings Cross in playful ways and through the lense of food. You will have four weeks to complete your design task and present it to your colleagues as part of a formative review. After this, you will have ten days to collate your learnings, research, mappings, experiments and reflections into a journal.



## ↳ Design the Food Play Machines

Your first design brief asks you to create a food machine which educates children on the origin and making of food. The machine will allow them to explore KX through the lense of food. This portable infrastructure must be, flexible, readily deployable, safe to use and easy to store. Your clients for this brief will be CSM's own public exhibition space, the Lethaby Gallery, together with local **Robert Blair Primary School & Children Centre**. The infrastructure you will be designing must be very performative, respond to a specific given site within KX and must allow for a safe and playful collective food experience. This is a group exercise, and you will be working collaboratively within your studio. Each studio is to produce a total of 2 Food Play Machines to activate in KX on Monday 21st October. Your infrastructures will be tested by the children and the teachers of Robert Blair. The Lethaby Gallery curator, Mia Cormack, will choose a set of designs to live permanently at the gallery, to be used for public engagement events.

Your design must follow this brief's [design criteria](#)

- Be completely portable - your design must follow the site's public byelaws, ready to move anytime;
- Be low-fi - must not rely on electricity, fire or any temperature cooking (keep it safe and simple);
- Be food safe - must be accessible, easy to use, engaging an most importantly hygienic;
- Be recyclable, re-usable, easy to disassemble - you must design out waste and keep products and materials in use for as long as possible: follow the principles of the Circular Economy;
- Be ephemeral, ad-hoc and make-shift - follow building processes which are simple but inventive, and only use materials and resources which are borrowed, recycled, easily re-usable etc.

## ↳ Unit 1 Learning Outcomes

Your work will be assessed against the following Learning Outcomes for Unit 1. To pass the unit, you are to reach a D- (satisfactory) on all learning outcomes. All LOs for all units are outlined in the Course Handbook 24/25 which you can find within BA (Hons) Architecture CSM Full-time Year 1 on Moodle .

LO1

Evidence a critical, foundational understanding of the practices and knowledge base of architecture. (AC Knowledge)

LO2

Demonstrate skills needed for effective learning and communication of ideas, arguments and criticism in visual and written forms. (AC Communication)

LO3

Illustrate an understanding of the importance of studentship through engagement and participation with the course and your student colleagues. (AC Enquiry)

LO4

Critically reflect and commit to personal and professional development. (AC Process)

LO5

Work cooperatively in support of a culture striving to respond to a contemporary set of ethical imperatives. (AC Realisation)



The Last Ingredients, Antoni Miralda (Miami 2016) ↗

## ↳ Assessment Deadlines

Formative Review - peer-reviewed event & exhibition:  
[Monday 21 October 2024](#)

Summative Submission:  
[Thursday 31 October 2024, 10am, online on Moodle](#)

## ↳ Assessment Evidence

To assess your work in this unit we ask you to produce a **Design Journal**, using a provided InDesign template. This must be submitted complete of all its 5 sections:

### ❶ KX Survey (through the eyes of a child)

You are to produce a detailed survey of a specific area of the KX's public realm regularly used by children and families. To produce this survey, you will each hand-draw, scan and curate:

- 1 x 1:100 floorplan of the allocated site
- 1 x 1:20 detailed plan of the allocated site
- 1 x 1:20 detailed section of the allocated site

When drawing your site you will be required to use the appropriate scale, include activities, people, key details, and all the necessary information to help you describe this space and its specific use. Some details can be immaterial, such as sounds, smells, light conditions etc. When drawing you must consider the perspective of a child in the city.

### ❷ Design Process & Activation

You are to collate and edit your group's prototyping and design process through the use of sketches, models, drawings, as well as photos and videos of the Food-Play Machines in action (Formative).

### ❸ Technical Report, Storage & Disassembly

You are to produce an accurate visual representation of your final design. For these technical drawings you must use the 1:100 & 1:20 plans and sections. You must clearly outline your zero-waste strategy, documenting the full process of disassembly and recycling of the machine.

### ❹ Reflection on Collaborative Practice (300w)

You are to produce a critical reflection on the process of collaboration as part of your design exercise. We advise to build this as a weekly diary.

### ❺ Critical Review: from theory to practice (300w)

You are to choose one of the key readings in the Scaffolding Study Material list, read and analyse it and produce a summary of the key learnings provided by the text, in connection to your design.

## ↳ Scaffolding Ethics Lectures

To develop your understanding of Ethics, in life and in architecture, you will be joining Senior Lecturer in Ethical Practice Adriana Cobo Corey, every Tuesday morning for the following lectures:

01.10 Introduction to Ethics in Design

08.10 On Collaboration

15.10 Manifestos Re-Written

22.10 Beyond Hope

29.10 Propositions

## ↳ Public Programme

In parallel to the Scaffolding lectures, Unit 1 will be hosting a Public Programme open to all CSM staff and students, under the title 'Dreaming for Real'. The Public Programme will take place on Thursday evenings (5:30-7:00pm) at the LVMH lecture theatre.

→ 10.10 Queering Kleanthis Kyriakou

→ 17.10 Eating Zack Denfeld

→ 31.10 Automating Crispin Velez Villazon

→ 14.11 Caring Scarlett Barley

→ 21.11 Witnessing Amar Azzous

→ 06.12 Empowering Adam Greenfield

This public programme co-hosted by Adriana Cobo Corey (BAArch) and Diana Ibanez Lopez (MA Cities) is open to all and will not be part of your assessment.

## ↳ Resources

To develop all parts of your journal, you should make use of a number of useful resources at CSM and online. Here a basic selection, but more will be made available as part of the weekly lectures and tutorials:

- ↳ [CSM Library and Learning zones](#)
- ↳ [Cite Them Right](#)
- ↳ [A guide to Harvard Referencing](#)
- ↳ [Indesign Beginner Tutorial](#)
- ↳ [Academic Support UAL](#)
- ↳ [Language Development UAL](#)



## ↳ Scaffolding Ethics Study Material

Each of the Scaffolding Lectures will require you to read a selected text in advance of your Tuesday session with Adriana. For your Critical Analysis you are to use one of these key readings as base to develop your reflections and thinking.

### 01.10.24 - Introduction to Ethics in Design

Δ The Poor Little Rich Man, Adolf Loos, 1900

Δ The Grenfell Tower Inquiry Podcast, Episode 95

### 08.10.24 - On Collaboration

Δ The Negotiation of Hope, Jeremy Till, 2005

Δ Show me the Bodies: How we let Grenfell Happen, Chapter 14 - Risk Assessment pp. 209-216, Peter Apps, 2022

### 15.10.24 - Manifestos Re-Written

Δ Intersectional Environmentalism, Leah Thomas, 2022, Chapter 01, pp. 23-47 / 36-38

Δ Professional buck-passers': why the excoriating Grenfell report was right to damn architects, Oliver Wainwright, Guardian, Thu 5 Sep 2024

### 22.10.24 - Beyond Hope

Δ Lifehouse, Adam Greenfield, 2024, pp. 165-214

### 29.10.24 - Propositions

Δ The Child in the City, The Architectural Press, 1978 Chapter 17. The City as Resource

## ↳ Key Bibliography

□ Show Me the Bodies, Peter Apps. Oneworld Publications, 2022

□ M.Dodd (2020) Spatial Practice: Modes of Action and Engagement with the City, Routledge

□ H.Harris, R.Ryde and R.Marcaccio (2021) Architects After Architecture: Alternative Pathways to Practice, edited by. Routledge

□ Fischer, T., 2010, Ethics for Architects: 50 Dilemmas of Professional Practice. Princeton Architectural Press

Doucet, I. and Cupers, K. (2009) Agency in architecture: Rethinking criticality in theory & practice

S. Pelsmakers, N.Newman (2021) Design Studio Vol. 1: Everything Needs to Change: Architecture and the Climate Emergency, RIBA Publishing

Lokko Lesley - AA talk (2019) All Must Fall: [www.youtube.com/watch?v=KLPSz3ltW78](https://www.youtube.com/watch?v=KLPSz3ltW78)

hooks, bell (1994) Teaching to Transgress: Education as the Practice of Freedom, London: Routledge

Lorde, Audre (1984) The Master's Tools Will Never Dismantle the Master's House, Sister Outsider: Essays and Speeches

Rendell, J. (2018) Only resist: a feminist approach to critical spatial practice, Architectural Review, 10.

RIBA 2030 Climate Challenge and RIBA Sustainable Outcomes Guide

Metropolis (2020) What Architects Need to Know About Carbon



Casa di Belmondo, Lemonot (2019) ↗

# Unit 1\_Week 1

## London Food-Scapes

For your first task this year you will be exploring London through food. We ask you to find or create performative food moments (in the street, in a cafe, at a food market etc.) enjoy them together, record them, map and communicate them through a multi-media presentation for your first design studio day.

### → Outline of Activities

1. Find the studio list and meet your peers
2. Split in two/three groups per studio
3. Explore London food scene by trying different foods - you can either cook for each other or you can choose from what the city has to offer
4. Aim to find foods or food preps which are highly performative (specific tools, spaces, process etc.)
5. Record your meals through drawings, sketches, collages, models - you can't use photos or videos

### → Reminders & Tips

presentation for your first design studio day.

- Keep it affordable - ideally below £15 - there are plenty of places in London where you have enjoy interesting food without spending too much
- Explore different areas of London. Don't stick to KX but visit the whole city. You want to agree within your studio the areas you will cover or the foods you will try
- Being this research process through a good group brainstorm and aim to try different cuisines
- Always (always always) visit in groups of minimum 3 people - this goes for every site visit, studio trip, live site research etc. Plan your visits carefully and be careful, respectful and responsible
- Look out for simplicity - it doesn't have to be complicated to be interesting
- Focus on enjoying the experience with your group and record it through photos and videos - you can then process these into drawings, sketches etc.. to present your meal to your new design tutor
- When introducing your research to your tutor, we expect captivating presentations. You can print work upstairs in the Library or use the resources available at CSM to curate your presentation

