SUBJECT DATASHEET

BUDAPEST: METROPOLIS (ARCHITECTURE AESTHETICS)

BMEGT41V102

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name
BUDAPEST: METROPOLIS (ARCHITECTURE AESTHETICS)

ID (subject code)	BMEGT41V102

Type of subject
contact lessons

Course types and lessons

Type	*Lessons*
Lecture	2
Practice	0
Laboratory	0

Type of assessment
seminar grade

Number of credits
2

Subject Coordinator

Name	*Position*	*Contact details*
Dr. Héder Mihály	associate professor	heder.mihaly@gtk.bme.hu

Educational organisational unit for the subject
Department of Philosophy and History of Science

Subject website
https://edu.gtk.bme.hu

Language of the subject
magyar - HU

Curricular role of the subject, recommended number of terms

Direct prerequisites

Strong	None
Weak	None
Parallel	None
Exclusion	None

Validity of the Subject Description

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The objective of the course is to explore the specific aspects of Budapest, our immediate urban environment, primarily from an architectural point of view. Historical, urban planning, aesthetic (sometimes literary) aspects and the everyday world will also be covered, to give an experience of Budapest in a way that can be understood and experienced by any student at the university. In the lectures, students will learn about the urban framework that led to the formation of the capital, from the urbanistic framework to the global urban characteristics that started from the foundations of the city at the time of the city unification (1873). In addition to the medieval and ancient urban elements that can still be found today, the course will focus on the world of historicism and Art Nouveau, but will also provide insights into contemporary architectural phenomena, from Art Deco and Modernism to the present day. The aim is to show the embeddedness of our city in the Western cultural tradition, as well as its contradictory phenomena, while seeking to place the most important architectural periods and trends in Budapest in an international context.

Academic results

Knowledge

1. Comprehensive knowledge of the basic facts, directions and boundaries of the subject area of the given field.
2. Knows the most important connections and theories related to her field and the underlying conceptual system.
3. Knows the knowledge-generating and problem-solving methods of the main theories of her field.
4. Possesses a comprehensive knowledge of the legal regulations and ethical norms related to the field.
5. Possesses the knowledge, abilities and attitudes that link his profession to civic education.

Skills

1. Carries out the basic analysis of the disciplines underlying the knowledge system of her field, the synthetic formulation and adequate evaluation of the connections.
2. Applies the procedures, central theories and related terminology of her field of expertise when performing her tasks.
3. Understands and interprets cohesive texts, as well as texts with visual signs, typographic tools, icons, tables, data sets, visual texts, moving and still images, maps, diagrams.
4. Identifies, explores and formulates the theoretical and practical background needed to solve routine professional problems, solves them by applying standard operations.
5. Plans and organizes her own learning, using the widest range of available resources.

Attitude

1. Authentically represents the social role of her profession, its fundamental relationship to the world.
2. Authentically conveys and transfers the style of thinking and the practical operations of the basic characteristics of her profession.
3. Open to learn, accept and authentically mediate technological development and innovation in her field.
4. In situations that require a complex approach or in unexpected decision-making situations, she makes her decision in full compliance with legal and ethical standards.
5. Seek to solve problems as much as possible in collaboration with others.

Independence and responsibility

1. Even in unexpected decision-making situations, she independently considers and develops comprehensive, fundamental professional questions with the help of specific sources.
2. Considers and develops comprehensive and specific professional problems with professional guidance, based on specific resources.
3. Carries out her work independently with a critical evaluation and continuous correction of the activity.
4. Participates responsibly in the development and justification of her professional views.
5. Takes responsibility for the foundational views of her field.

Teaching methodology

Lecture, creative exercises, museum visiting

Materials supporting learning

- Moravánszky Ákos: Monumentalitás . Budapest, TERC, 2006.
- Moravánszky Ákos: A stílus. Budapest, TERC, 2009.
- Frampton, Kenneth: A modern építészet kritikai története. Budapest, Terc, 2002.
- Kerékgyártó Béla (szerk.): A mérhető és a mérhetetlen: építészeti írások a 20. századból. Budapest, Typotex, 2004.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése.

Performance assessment methods

Összegző tanulmányi teljesítményértékelés: a tantárgy és tudás, képesség típusú kompetenciaelemeinek komplex, írásos értékelési módja kettő zárthelyi dolgozat formájában. Házi feladat: az oktatóval egyeztetett témában, írásban ben

Percentage of performance assessments, conducted during the study period, within the rating

- **1. összegző tanulmányi teljesítményértékelés** : 25
- **2. összegző tanulmányi teljesítményértékelés** : 40
- **homework**: 35
- **összesen**: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	95
Very good	89-94
Good	76-88
Satisfactory	64-75
Pass	50-63
Fail	0-49

Retake and late completion

A pótlás és javítás rendjét a hatályos TVSz. szabályozza.

Coursework required for the completion of the subject

részvétel a kontakt tanórákon	28
felkészülés a teljesítményértékelésekre	16
házi feladat elkészítése	16
összesen	60

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 04.03.2024.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

- The uniqueness of Budapest: Budapest is characterised by both a transparent urban structure and a unique architectural cavalcade. All this is mainly due to the the period between the Reunification and the First World War. But the roots of the city's history go back a long way. From the first lesson, with the first sign of the city's becoming a world city, through the history of Buda Castle (1241-), the period that forms the backbone of the course (1873-1914). - Sights - Budapest in the past: Witness the rise of Budapest as a world city through the city photographs of György Klösz (1844-1913). A contemporary photographs of the capital's most important
construction sites. Urban civic life Manó Mai (1855-1917) was at the forefront of capturing the city's civic figures. Both of their work was physically are an important part of the city's architectural heritage, and the photographic workshops of Mai Manó House; Klösz Villa and Lighthouse). - Budapest Noir - Madhouse, prison, workhouse: The inevitable consequence of metropolitan life is the emergence of large buildings that represent a concentrated representation of the city's inhabitants. of the life of the urban community. The Lipótmező building (National Lunatic Asylum), the Kőbányi Collector's House, the 1930s houses or the buildings of the State Protection Authority of the Fifties are typical sites of Budapest, whose origins and functioning and their operation, can provide many lessons for the present-day inhabitants of Budapest. - The monumentality of Budapest: A critical anthology of monumentality by the renowned architectural historian Ákos Moravánszky (1950-) We will examine what makes up one of the capital's most important visual attractions: the monumentality of Budapest. One of the most important aspects of which contributes to the capital's unique character. This special double monumentality, the combination of natural and architectural features, is the reason for the outstanding of Budapest in international tourism. - The geometry of Budapest: In the birth of European and American metropolises in the 19th and 20th centuries,
in the development of their urban geometry, so to speak, the the role of the World's Fairs is undeniable. Although Budapest did not eventually host a world exhibition, either at the time or later, the 1896- 1896 World Exhibition in Budapest was the first of its kind. But in 1896, the Millennium Exhibition did in fact play this role. Therefore, the recollection of this exhibition is an appropriate basis for for an international outlook. In addition to the usual comparison (London, Paris and Vienna), a somewhat forgotten St. Louis, the 1904 World's Fair in St. Louis, is the occasion for a special comparison - under the heading of similar urban destinies. - Budapest of the Martians: Budapest is known to be the birthplace of many of the great scientists of the 20th century (e.g. Kármán, Neumann, Teller, Wigner). Many of them were often referred to as Martians. But where did they live, where were they born, where did they go to school? Where did they go to school? The presentation will include a visual presentation of the sites, the history of the buildings in Budapest and the history of the city. of their youth in Budapest can become an important part of the knowledge of the city. - Budapest
details, architectural elements (Engineers and craftsmen) The designers of the capital's buildings created this city together with engineers and craftsmen who, compared to the architects, perhaps receive less attention, In addition to the engineers who created the urban infrastructure (e.g. Wünsch; Zielinski), we also encounter the works of craftsmen who created to an artistic standard (e.g. Róth; Thék, Jungfer). They and their works will be our guides in this performance. We will follow architectural details and engineering structures. - Habitat, workplace, leisure: Wekerle estate, Gasworks residential area. Past and present of factories and plants (e.g. Ganz; Tungsram) A little sporting history, urban leisure facilities. The elements of this list are a snapshot of our capital city which are worth a trip to the sites surrounding the centre. - Other topics: BME engineers were László Hudecz (1893-1958) and István Menyhárd
(1902-1969), whose careers included buildings in Shanghai and Budapest. The fate of Budapest's bridges; Sports facilities and monumentality;
Current affairs.

Additional lecturers

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Approval and validity of subject requirements