

Master's Degree
Advanced Studies

Architecture

Track I:

Contemporary project

Track II:

Urbanism

ETSAB MArch
Courses in English

2024 - 25



ETSABarcelona

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Welcome to ETSAB!

The origins of the Barcelona School of Architecture ETSAB date back to the noble School of Arts and Trades La Llotja, founded in 1775. The institution formed Master Builders by means of an official degree since 1850, the most immediate precedent of the future school of architecture. In 1875 the Barcelona School of Architecture would assume definitively its present name and almost a hundred years later, in 1972, the ETSAB became a co-founder of the UPC Barcelona-TECH. The Barcelona School of Architecture ETSAB is the **largest and oldest university in Catalonia**, with 3,000 students, 400 teachers and more than 50 administrative staff. The school offers training in all stages of university education and plays a **leading role in research and doctoral studies in the Spanish and Latin American contexts**, through departments and research groups. The school is also a **leader in the teaching of Landscape Architecture in Spain**, in constant collaboration with the most prestigious schools in Europe in this field of knowledge.

The Barcelona School of Architecture has a **continuous influence on the development and design of Barcelona**, a model of architecture and urbanism, and actively participates in the permanent dialogues generated by the city. The school is a world reference in planning, urban design and building. Attentive to debates on environmental culture, it also offers intense technical training, while promoting criticism and historical research through its important archive. As a result, the school is currently ranked among the top twenty schools in the world, according to the QS World University Rankings, and the first in Spain.

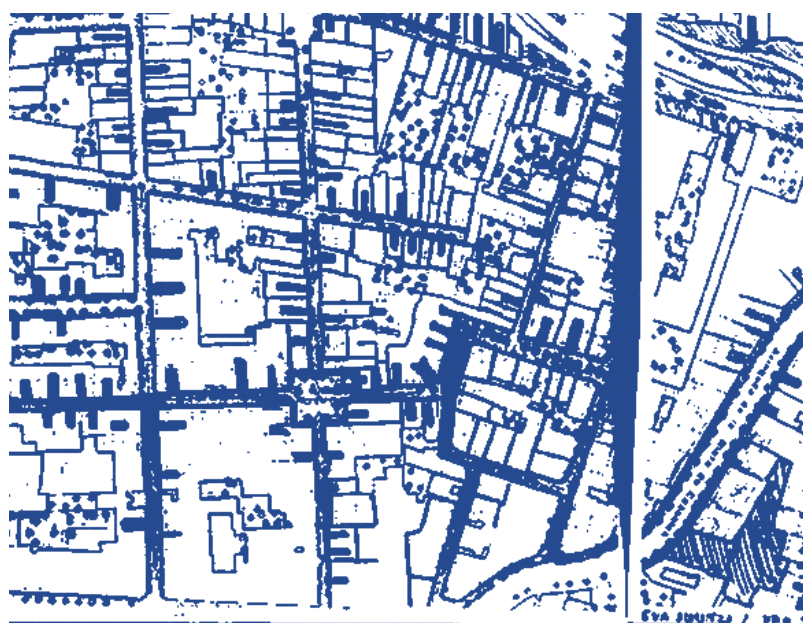
The MBArch or Master's Degree in Advanced Studies in Architecture-Barcelona is a postgraduate program (60 to 90 credits) that focuses on the contemporary architectural and urban project. It combines a set of programs with extensive experience that our university offered previously and that had a high level of international recognition, in a new integrated master.

One of the most significant aspects of the MBArch is its transversal organization, a unique aspect within of the current postgraduate programs within our academic field, which offers some flexibility to our students to enrich their itineraries within the graduate course, adapting better to their individual interests in research and professional practice.

How to Read this Guide?

In these pages you will see the syllabii of the courses that the two tracks (Contemporary Project and Urbanism) that the MBArch programme offer in English to international students.

This guide must be understood as a set of pieces that do not fit together perfectly: images and detailed syllabii might be different this year, as courses are reformulated annually. Taken together, however, these materials provide an accurate picture of the topics on which the school's courses taught in English focus.



1 semester

Contemporary Architectural Topics



Contemporary Residential Urban Project



Public Space: Experiences, Projects and Policies

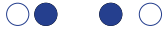


2 semester

Design and Thought



Design Scales



Design and Materiality



New Representations:
New conceptions



Cultural Landscapes, Heritage
and Territorial Project



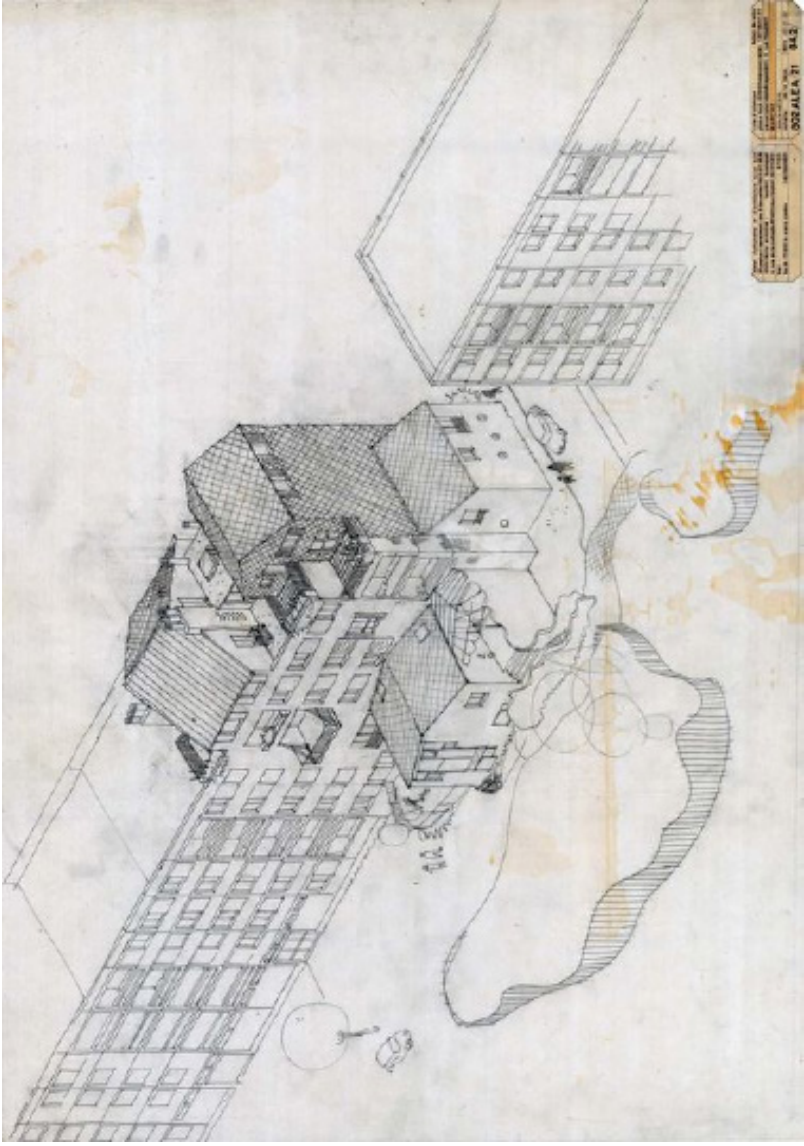
Designing the City: Emerging
Cities and Territories



Key Aspects of Urban Projects



Contemporary Architectural Topics
Temes d' Arquitectura Contemporanea



Architectural drawing with a small label in the top right corner containing text and a number.

The ideas of architectural modernism, which have conventionally been interpreted as an adaptation and update of the positivist, universalist and technocratic approaches of the Enlightenment project, have had unquestionable influence on our cities, our understanding of buildings in relation to technology and the human being, and on urban culture of developed societies during the 20th century.

But as it is also known, their ideological basis, social ideas, political views and their derived design methodologies have been increasingly contested since the end of the Second World War. As the presence of modernist practice has become common and mainstream in globalised cities, the problems, limitations and inconsistencies of such positions have also become increasingly evident. Just as 19th century cities had to deal with problems such as urban hygiene, urban functionality or rights of the working classes when adopting industrialisation, the current metropolis, partly built on modernist ideals, now faces its own challenges, a significant part of them emerging from the problems laid out by the modernist dream of systemised mass production and mechanisation. Consequently, some of the trending topics in architectural and urban planning discussions nowadays may be how our cities should react to political and social imbalance, cultural complexity, heterogeneous globalisation processes, ecological challenges, pollution and planetary warming, pre-existing built heritage, acceleration in social changes, lack of dwelling facilities and public services, appearance of new functional needs, the effects of digitalisation, growing or shrinking population, or even gender issues, among others. Definitely, the CIAM years seem to have fallen far behind our present, and their visions and theories to be mainly unfit to solve our current worries.

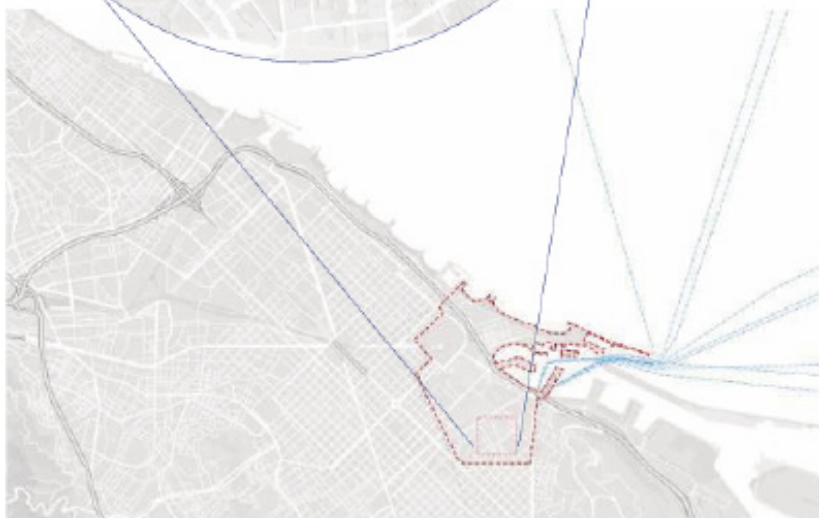
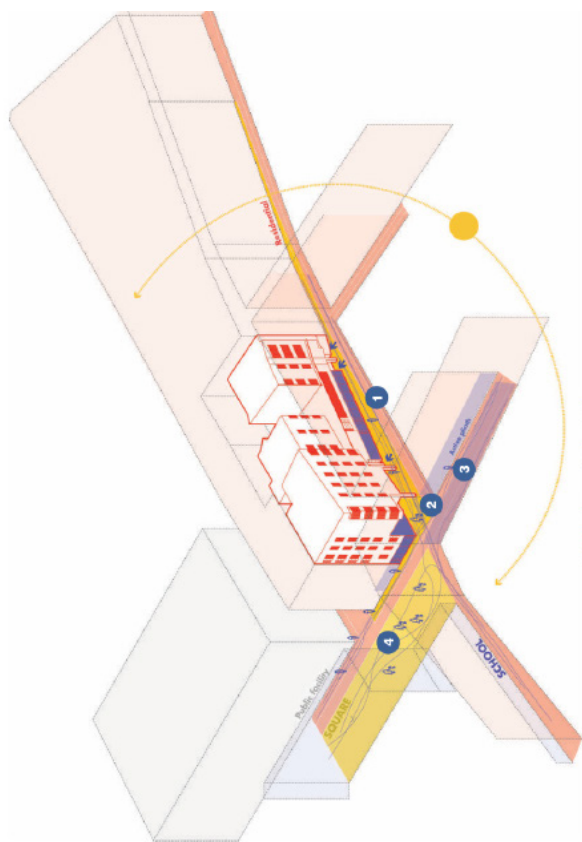
Furthermore, the second half of the 20th century gave birth to an epistemological revolution in globalised societies: So, the postmodern philosophical and ideological contributions of trends like new aesthetics, structuralism, post structuralism, deconstructionism, phenomenology, existentialism, situationism, formalism, semiotics, etc. have been seen as an attempt to update, confront or correct modernist mistakes. How did all this influence dwelling culture and the practice and conceiving of architectures as a tool for shaping habitats in the last fifty years in Europe? When discussing residential contemporary architecture, can we even use the same concepts, categories and words as we did with modernist buildings? The course aims to explore these last questions by taking advantage of the wide catalogue of the Mies van der Rohe Foundation (1988-2022). By focusing on the analysis of relevant real residential buildings, it intends to let students become familiar with the current problems, discussions and dilemmas around housing nowadays, while providing them with intellectual tools and methodologies which they can apply in their own master thesis, but also in their future professional careers, when facing and trying to understand and interpret contemporary architectural issues.

Faculty:

Ruben Navarro Gonzalez

Contemporary Residential Urban Project

Projecte Urbà Residencial Contemporani



This course focuses on the design and conception of housing and the urban spaces related to housing; accesses, meeting spaces, connection spaces, transition spaces, complement spaces, filter spaces. It analyzes the paradigms in the production of housing and collective spaces during the 20th and 21st centuries in their respective historical, political, geographical and cultural contexts – mainly in the Mediterranean.

The main objective of the course is to gain knowledge on housing paradigms in the Mediterranean and to facilitate comparative analysis tools, to promote discussion around the different models of housing-city relationships and to place the debate at an international level. The careful observation and analysis of collective housing projects from the perspective of the associated urban spaces and their interconnection, densities and typologies, forms, materials and also from the perspective of related urban policies and negotiations, will provide guidelines for future residential projects and concepts of urban coexistence in the context of an increasingly urbanized world.

Schedule:

Week 1_ Travel to Montpellier and Marseille.

Week 2_ Introductory session // Presentation of the first assignment.

Week 3_ Field Visit I: Wiki-Housing: (pre/self)-building together (with David Bravo and David Suárez, straddle3).

Week 4_ Theory I: Paradigms of housing production in the 20th and 21st century // Project definition.

Week 5_ Field Visit II: La Borda and La Comunal: Cooperative housing (with Carles Baiges, La Col).

Week 6_ Theory II: Segregation in housing, territorial limits and contemporary challenges of retrofitting and urban integration // First project briefings.

Week 7_ Field Visit III: Bon Pastor complex of former "casas baratas" and Museum of Housing (with curator Maribel Rosselló).

Week 8_ Theory III: Invited lecture: Harmony in Habitat: Exploring Conscious Living Models Inspired by Nature and Co-Living, Ricardo Devesa (URL La Salle).

Week 9_ Workshop I: Project midterm presentations and feedback session.

Week 10_ Theory IV: Incremental housing, self-building and urban upgrading.

Week 11_ Field Visit IV: El Carmel and Creueta del Coll informal housing.

Week 12_ Workshop II: Mapping in-between spaces (with Teresa García).

Week 13_ Final session: Project presentations.

Week 14_ Final project submission.

Assignment:

The seminar will take place in 12 sessions that will familiarize the students with housing concepts, projects and tendencies in the production of collective housing in the Mediterranean and in a global context. It will present concepts and case studies with a subsequent assessment and discussion of various residential projects or urban contexts and typologies. There will be four on-site sessions with on-site discussions and the opportunity to chat with residents and architects / designers of the places visited.

The seminar and the related comparative case study assignments explore historical, urban and geographical contexts and specificities, indices of livability, levels of collectiveness and future scenarios of housing projects. A systematization of the parameters relevant to the central themes is proposed, through a series of selected projects, on-site visits, field work and individual and group interpretation.

Seminar sessions are understood as comparative analysis work sessions with a group debate on conclusions.

Assessment:

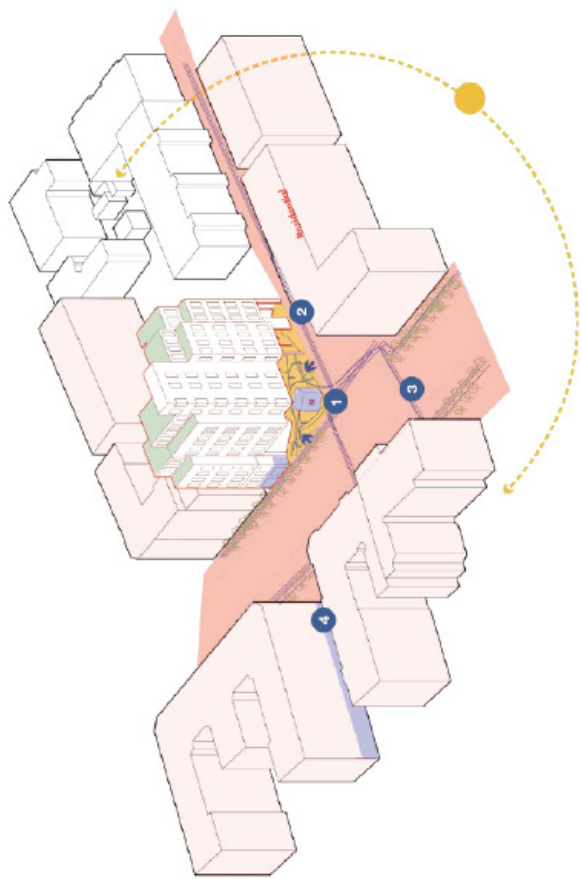
Student's performance is evaluated based on the following three criteria:

- 60% Assignment and group case study – relevance, elaborated framework and result
- 20% Individual part in the collective final presentation including presentation skills
- 20% Individual participation and engagement in debates

The assignments will be reviewed along the course, with an intermediate presentation and final presentations. The final presentation consists of an oral presentation of 10 minutes explaining the overall result of the assignment from a synthetic and personal perspective. A paper and PDF booklet with equal weight on text, analytic drawings, photographs and mapping collects the result of the assignment along with any supplementary material to be considered. The booklet is a collective work with individual parts. It will be a 25x21cm vertical format book with extractable maps.

Faculty:

Kathrin Golda-Pongratz



Public Space: Experiences, Projects and Policies

Espai Públic: Vivències, Projectes i Política



The city of Barcelona is an on-going urban laboratory. What role does public space play in the (re)shaping of this metropolitan city? This course aims to answer that question through a combination of lectures and on-site visits centered around the analysis and discussions of urban places and their landscapes.

The course aims to provide students with a comprehensive understanding of how Barcelona's geographical location, historical influences, and cultural heritage have influenced its urban design, spatial organization, and overall development.

From its ancient Roman origins to its latest urban transformations, participants will gain valuable insights into the city's urbanism and its development over time. Additionally, contemporary urban challenges, such as sustainable development, mobility, and preserving cultural heritage, will be analyzed, providing students with a comprehensive perspective on the city's ongoing evolution.

Structure:

Week 1_ Introduction to Barcelona · The foundation of the city · Ciutat Vella

Week 2_ Walking tour to Ciutat Vella

Week 3_ The extensive plain · Project and reality · Eixample

Week 4_ Walking tour to Eixample

Week 5_ The city made of squares · Gràcia + Barceloneta

Week 6_ Walking tour to Turó de la Rovira and Gràcia

Week 7_ The hidden delta. Updating the grid · Eixample 22@

Week 8_ Inhabiting the periphery · From informal to mass housing

Week 9_ Final presentation + Concluding lecture

Assessment:

Students are requested to elaborate drawings and notes on A5 horizontal blank paper.

The field trips are part of the theoretical background of the module and try to provide a close-up view of the city of Barcelona. During the visit, students are invited to take photographs of the places we visit.

The final assignment consists of the paper + digital presentation of a neat A5 horizontal booklet of all the drawings and the final version of all the photographs made during the tours. The booklet will be preceded by a short introductory text.

The evaluation will take into consideration this booklet (70%) and the participation in in-class assignments (30%).

Faculty:

Àlex Giménez and Miquel Martí.

Design and Thought Projecte i Pensament



Theoretical Framework:

Every action of architecture is an action on materiality. We might face a decaying terrain vague, a strongly defined historic environment, a beautiful natural scenario, a smart and modern urban area or a wasted suburban slam: we will always act on materiality and we will do it in a material way, regardless of the level of abstraction of our start.

Such observation could make us think that architectural space could be intended as incapsulated within the boundaries of a materiality which determines the width of possibilities for design. What we propose in the course is to look at the apparently irreconcilable struggle between ideas and matter with a vision which combines complexity, unorthodoxy, disciplinary secularism and ludic awareness.

During the course, technical and material considerations are, therefore, integrated with others of social, urban and ecological nature, within the framework of a more sustainable vision of the reality of our cities and landscape. History never reaches a defined ending and each new project does nothing but add another layer and, maybe, move one further step. Therefore, we will also play with the concept of "heritage" as a structural component of any materiality and we will try to investigate through all the complexities intertwined within such a concept.

The subject proposes a theoretical journey through the most recent evolution of the debate, with specific approaches on concrete architecture and public space projects.

Syllabus:

The course is structured through lectures, discussions, visits and the individual assignment. The idea of architectural heritage will not be studied in a conventional way, since we want to develop the participant's skills in terms of architectural intelligence, rather than provide some specific technical knowledge on the topic.

In order to do so, we will explore some fundamental antinomies particularly important for the general theory of architecture and beyond: past-future; destruction-construction; urban-rural; intimate-collective. Each concept will be examined both from a theoretical point of view and under its practical applications. We will observe the existing architecture in urban and rural territory and we will discuss its possible development playing with the abovementioned concepts. Like in many aspects of human life, the balance between these antonymies is crucial in order to acknowledge and, maybe, understand the dynamics of reality around us. In other words, our philosophical journey through architecture will be successful not because of a certain destination we will reach, but because of how we will be able to properly set and enjoy the journey.

Therefore, we will also encourage watching movies that forecast some kind of light onto our concepts and we will discuss them in class. We will also examine and visit some significant places in the area of Barcelona. The texts we will suggest to read won't be taken as a learning tool in the classical way, since they shall be considered as a source of theoretical inputs.

Schedule:

Lecture 1 : A CONCEPTUAL JOURNEY

Lecture 2 : PAST

Lecture 3 : FUTURE

Lecture 4 : DESTRUCTION (first hand-in: proposal of topic)

Lecture 5 : CONSTRUCTION

Round trip 1 : To be determined yet
Crossover Participation in midterm review of "Design scales" course.
Lecture 6 : URBAN
Lecture 7 : RURAL (second hand-in: abstract; structure; bibliography)
Lecture 8 : INTIMATE
Lecture 9 : COLLECTIVE
Round trip 2 : To be determined yet
Lecture 10 : FINAL PRESENTATIONS (upload in Atenea)

Assignments:

Regarding the assignment for the course, this will be in form of an academic paper, it will be individual and it will mandatorily follow the template uploaded in Atenea. This paper will be a short essay on one of the topics of the course. By the day of the first hand-in you will have to publicly present your topic with a provisional title for the paper. The day before, you will have to upload on Atenea the proposal using the dedicated template.

On the day of the second hand-in you will have to upload on Atenea the draft of your paper with the abstract, the structure, the bibliography and the state-of-the-art of your work.

The final version of the paper (between four and six A4 pages vertically oriented in Arial Narrow 11 single line type) will be uploaded on Atenea in *pdf format of max 5mb, named as follows: surname-namefinal paper.pdf.

Assessment:

The final exam is meant to be attended only by those students who didn't achieve a sufficient assessment along the regular course. Also, those who are not satisfied with the achieved grade can attend the exam and the higher grade will be the final one. This exam will consist of a short extemporaneous essay on a topic given the day of the exam and it will be done with computer in the class and directly uploaded to Atenea.

Faculty:

Alessandro Scarnato,



Design Scales

Les Escales del Projecte



Throughout architecture's history, working on different and simultaneous scales is a constant. In 1977, Charles and Ray Eames, with their film "Powers of Ten" recalled the power of the relativity of scale, depending on the frame of observation, different realities are revealed. Considering the journey as a whole activates a holistic view that allows us to establish relationships between scales, linking concepts or realities.

At the Stanford's Commencement Address lecture, Steve Jobs indicated the importance of connecting the dots by looking backwards to build our future. A series of theoretical classes will complement the process carried out by the students from examples of architecture relevant to the approach to the project, its thinking and communication, from multiple scales and dimensions.

Rafael Moneo, "Comments on drawings of 20 contemporary architects", indicates that the first construction of architecture is the drawing. In this course, students are proposed to construct a single drawing in a vertical format of 2100x297mm that reflects a transversal insight and study of their own final master's thesis research topics. Each student will address the issues of spatial scale (from millimetre to kilometre) and temporal scale (past, present and future). It is also intended to add at least one extra dimension extracted from its own research theme or case study (construction, use, phenomenology...).

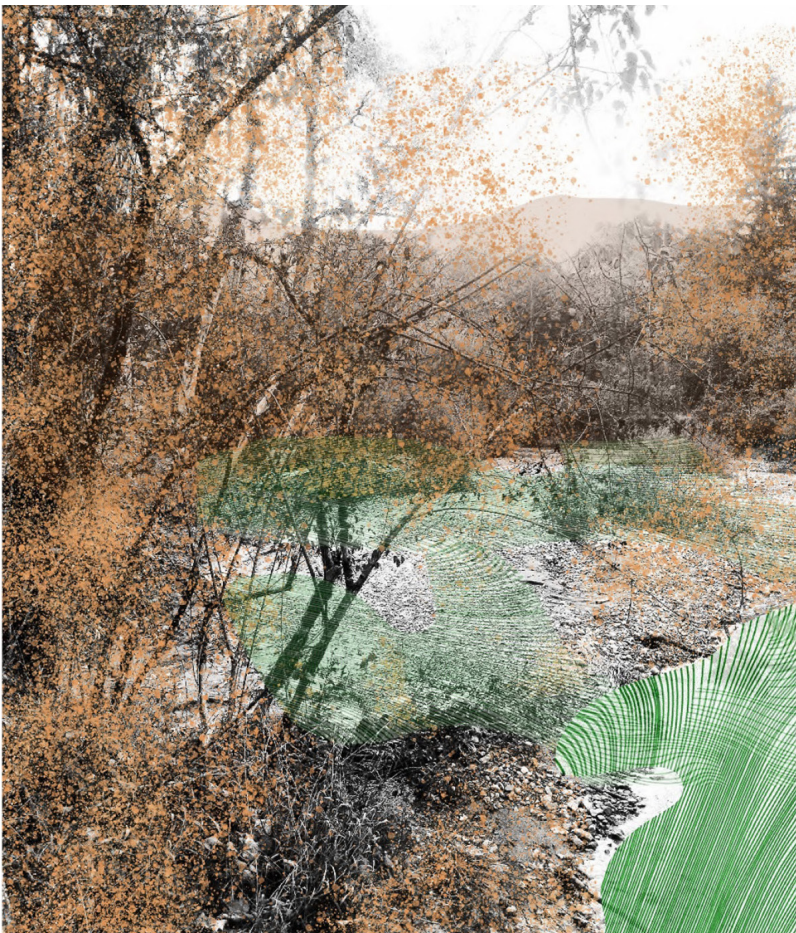
Class work will be based on a combination of theoretical classes and comments by teachers and students on the proposals under development. This course aims that students deepen their own research from a polyhedral and multiscale point of view. The result of their work will be an open document, with the possibility of being further developed in the future, reflecting the specific time dedicated during the course and added value to their Master Thesis.

The different lessons will be structured in workshop time in the classroom, weekly review of assignments and theoretical classes. In addition, there will be an intermediate and final submission with critical sessions.

Faculty:

Pau Villalonga.

Design and Materiality
Projecte i Materialitat



'The objective of the "Design & Materiality" course is for students to prepare, in teams of three, a proposal to participate in the competition for "Le Festival des Cabanes" at the Alps, <https://www.lefestivaldescabanes.com/es/>, which is held annually in France.

This competition, brainchild of architect David Hamerman and Philippe Burguet, is aimed at students of architecture schools at master's level, as well as qualified architects. It aims to create cabins that will be installed during the months of May and June in the natural sites of the community of communes of the "sources du lac d'Annecy", a territory located between Annecy and Albertville and associated sites. The hut is designed to be built of wood. It shall use less than 3 m³ (three cubic meters) of wood in order not to exceed the budget and its surface should be about 6 m² (six square meters). This surface can be exceeded provided that the budget is respected.

These designs will be the tool to teach the students how to build with wood; its technique, its possibilities and limitations.

The scope from "Design & Materiality" is to go beyond a wood formal design concept and learn how it can be built on site as the competition rules state bases.

Proposals will have to provide a set of A3 sheets (10 pages maximum) including a ground-plan, plans and cross cuts with dimensions of the unit, as well as representations (perspectives) that help to explain the construction and layout details for any situation. A presentation of the implementation phase (maximum A3 page) including: the number of people on the site, the different construction phases and the estimated total construction time, the list of tools (provided by the team) necessary to the realization of the construction.

Why a festival of cabanes...?

The community of the communes of the Sources of Annecy Lake develops on a territory of 167 Km² with 7 municipalities including: Chevaline, Val de Chaise, Doussard, Giez, Lathuile, Saint-Ferréol and Faverges-Seythenex. Going through this territory we can affirm that its geographical specificities and the quality of its landscapes, make it a remarkable place, on which any intervention requires some prudence...

The idea of this event around the theme of the hut, is intended to educate all the stakeholders in the country on the issue of a great territory and how to settle there. The hut as a built building, represents only a point of view, a milestone, a punctuation mark, a landmark that gives the stroller the opportunity to be located within a larger landscape. It is the camera focused on a chosen point of view.

The hut raises the question of the materiality of the elements that are part of the territory. Materiality is not limited to the material as such, it is not just its nature that interests us, but the way in which it resonates with the territory in which it is inscribed. What is its measure? How is it assembled? By whom? Why? How does it fit into the local economy? The cabin is the first intervention built by humans in Mountain territory. It is the first version of the chalet, the wooden house. It represents this balance between nature and culture. It is a building that uses the materials of the site to allow people to live.

The cabin, a poetic and reasoned device that links nature and culture:

The hut in the archetype it represents, brings us back to childhood, a form of simplicity forgotten by the contingencies of a world drowned and sanitized by standards and regulations. The universe of the cabin rebalances the relationship between nature and culture. For the child it is both a refuge and a bridge. A refuge because it emancipates it's young inhabitant from the adult world. It is the place of hidden treasures, first secrets and first steps towards independence. A bridge because in its development, it brings us back to the origins of humanity: build a shelter to protect oneself, in a place in direct relationship with nature and landscape.

The huts will be just a pretext to propose and share another look at our 7 towns and their geography. 15 huts in resonance with 15 places and probably 10 communes. These places represent the essence of the device. They must allow a simple and radical relationship with the different elements of the landscape that make up Haute Savoie: lakes, mountains, rivers, forests, plains and cultivated hills. It is by this way that the festival of the huts will try to give again meaning to the relation which we maintain with our environment. In a society where the landscape has become a consumer product, the idea is to offer another look at the territory.

Construction Strategy:

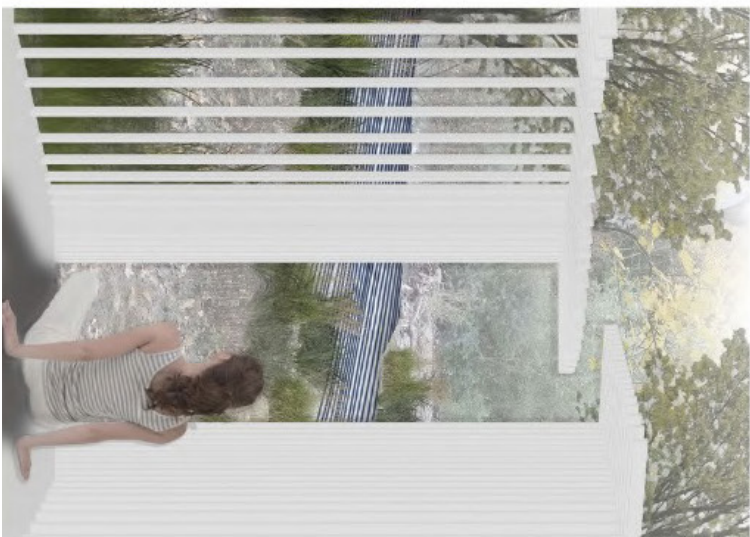
Cabins can be floating, perched, on stilts, highlighted or camouflaged. As regards their materiality, it is important, first of all, to limit it to wood. The types of wood used will have to be part of the species found in the Savoyard forests. Partnership with local sawmills and the NFB is essential. An inventory of the elements available for the construction of the huts will have to be proposed to the designers.

If the expression wants to be free it is imperative to keep a form of measurement in the dimension of the buildings built. Cabins should not exceed 6 m2 maximum. The partnership with the NFB and the local sawmills is fundamental.

Thus, the huts can be built of sawmill wood or branches from local forests.

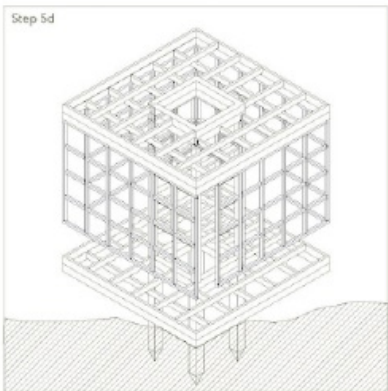
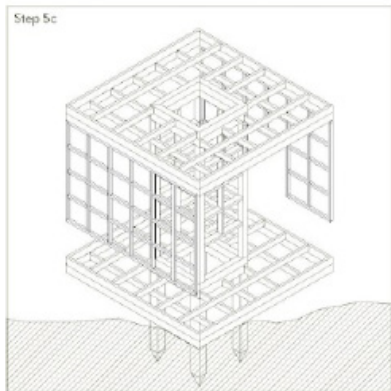
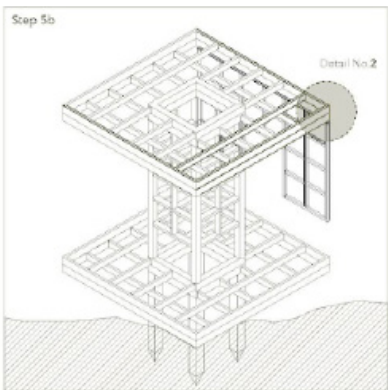
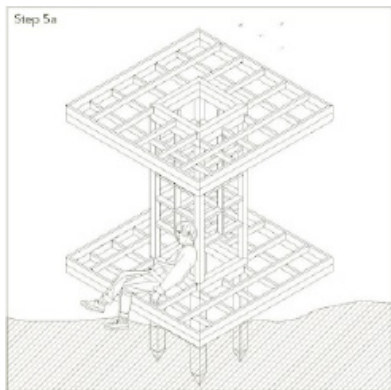
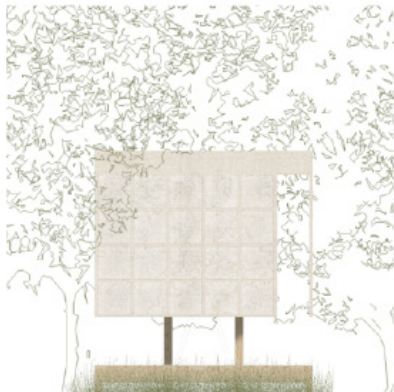
Faculty:

Marta Badia



New representations:
New conceptions

Noves representacions:
Noves concepcions



To design spaces of intimacy we must find a balance between the sensorial opportunities that the space offers us and the needs for shelter, refuge, isolation and rest that its inhabitants require. In this balance we find multiple possibilities for dialogue.

Objectives:

The aim of this course is to develop a space/shelter project based on a story and an understanding of the concept of intimacy/dwelling. The course is structured in parallel to an international architecture competition with the same theme and objective. The selected students will present their work to the competition, the prize for which is the actual construction of the shelter, in Annecy (France) during the month of June of the same year.

The space designed must be the setting for this story and must be a maximum of 6 m2. It must contain an entrance element, a living/resting element and one/several elements relating to the outside and the light.

Specific competences:

Understanding tangible and intangible, abstract and concrete concepts related to quality, habitability, perception and the experiential dimension of interior spaces and their relationship with the exterior.

Methodology:

- Autonomous work.
- Individual tutorials.
- Discussions with the class group.

Delivery:

- Plan, elevation and section representation of the designed space.
- Axonometric representation.
- Collage, photomontage, of the interior/context-exterior.
- 1/20 scale model with details of materials and elements of domesticity/life.

All representations must contain reference to the user and his actions.

Delivery format:

- Class presentation: 10min. maximum + 5min. of comments.
- Delivery of the work in ATENEA's platform.
- Delivery of a (physical) summary dossier of the project.

Assessment:

- Assessment will be based on the following indicators:
- Capacity of ideation and conceptualisation of criteria and parameters related to space and its habitability (35%)..
 - Coherence in the development of the project on the basis of the concepts set out (35%).
 - Capacity for communication and graphic representation (30%).

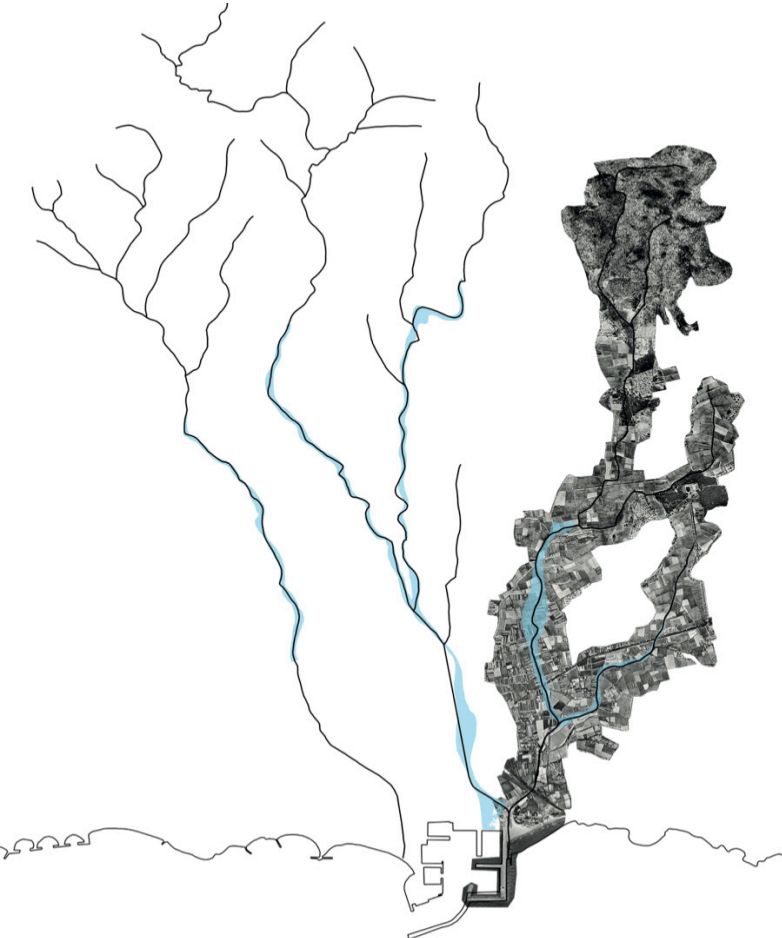
Percentage of evaluation of this work in the subject as a whole: 100%.

Faculty:

Queralt Garriga Gimeno, Olga Felip Ordis, Marta Domènech Rodríguez

Cultural Landscapes, Heritage and Territorial Project

Paisatges Culturals, Patrimoni i Projecte Territorial



This course focuses on the research and project of the processes and forms of urbanization on the contemporary territory. For this, we will study the landscape, the heritage, and the shape of the territory as planning criteria based on local resources and on the identity of the place. Throughout the course, we will explore the concepts of landscape, "cultural landscape", heritage, and the operationalization of the territory in the current context through the study of theoretical references and case studies. Likewise, we will develop a methodology for analyzing the territory using the drawings as the main tool for the analysis and development of interpretive hypotheses. This opens up a broad field of reflection on the diversity of territorial patterns and intervention strategies and projects on the contemporary territory.

Structure:

- 1_ Introduction to the course. The Mediterranean coast: territory, landscape & heritage
- 2_ Site visit
- 3_ Drawing the territory
- 4_ The Agrarian Park of Llobregat River
- 5_ Workshop MBArch
- 6_ 1st Presentation
- 7_ The territory of Ibiza
- 8_ The structure of territory as a tool for design
- 9_ Cultural landscapes & Heritage
- 10_ 2nd Presentation
- 11_ Three Ideas for the Project of contemporary landscapes
- 12_ Operational Landscapes
- 13_ Final presentation

Assignments:

Exercise: proposals for Mataró from the structure of the empty spaces of the territory.

Assignment 1: Propositional analysis, selection of topic to address. Group presentations.

Assignment 2: Development of selected topic. Group presentations.

Assignment 3: Dossier A3, including analysis, project, references, plans and memory. Final group presentation.

Assessment:

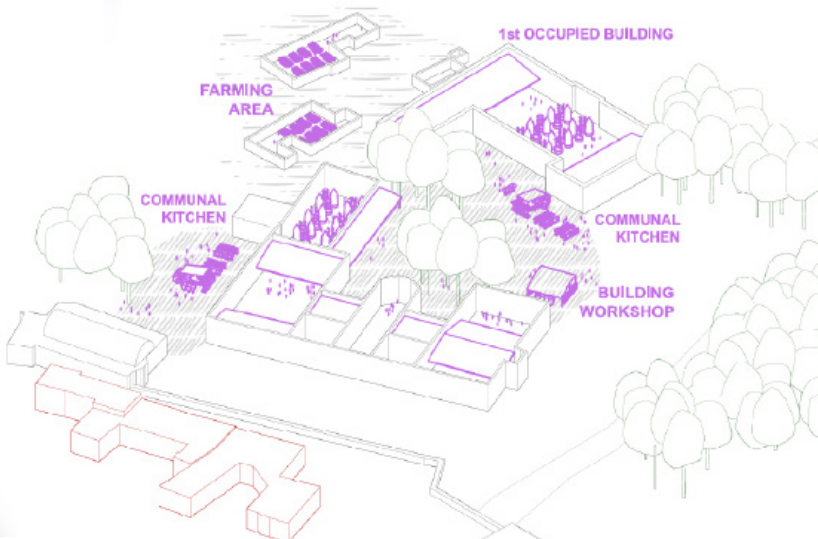
- 1st intermediate assignment: 20%.
- 2nd intermediate assignment: 20%.
- Final assignment: 40%.

Faculty:

Stefano Cortellaro, Melisa Pesoa

Designing the City: Emerging Cities and Territories

Projectar la ciutat: Ciutats i Territoris Emergents



The course *Designing the City: Emerging Cities and Territories* addresses the diversity and complexity of territories from a systemic perspective, learning from their patterns of change and providing guidance for more sustainable development that includes a spatial and holistic perspective as part of their transformation process. The course will introduce new international paradigms in urban studies in order to learn how to read and ultimately intervene in emerging developments. The subject is divided into different sessions dedicated to some of the themes that concern our highly urbanized countries, such as the global metropolises, self-constructed cities, spaces of emergency, divided cities, new urban utopias and spatial dystopias. From a methodological point of view, the approach is to analyze the structure and morphometrics of emerging territories in order to find vulnerabilities that lead to patterns of intervention that seek to improve their urbanity without losing their own social and spatial networks, considering time and needs as a basis for tackling the fragility of territories from a socio-spatial and complex perspective.

Emergent cities and territories:

The course is based on the concepts derived from the title "design" and "emergent". In this sense, the course aims to work on the design of the city in areas affected by emergencies, understanding emergency and emergence as:

1. Emergence: The action and effect of emergence (syn.: emersion).
2. Emergency: Event, accident that occurs (syn.: accident, event, misfortune, etc.).

The objective is to introduce students to the idea of transition and urban and territorial complexity in relation to the evolutionary capacity of cities and their adaptability to contemporary urban processes. With regard to these processes, emergency is based on the hypothesis that after an "event", territories and cities tend to transform themselves. These emergencies can take the form of economic crises, natural disasters, social conflicts, climate change... The course therefore aims to understand the role that architecture, urban design and urban planning can play in processes affected by uncertain events. To this end, we will work on understanding urban events in their dual spatial and temporal dimension, based on a series of interdisciplinary references, from some lines of thought of different disciplines (evolutionary biology, ecology, urban planning, etc.) to the treatment of memory in spatio-temporal urban landscapes. It is an exploration of the evolving nature of cities and the role of urban planning as an anticipatory tool.

The course consists of two lines of work: a theoretical reflection developed through various readings, theoretical lessons and debates, in the form of a seminar, and a practical work focused on an exploratory design project. The first line has a markedly individual-collective character –i.e. the work is individual but the discussions are collective– and the second line focuses on the analysis-diagnosis of a territorial area in which new growth/intervention is designed and planned, making it possible to test basic and rapid project and planning tools that relate physically to the emerging patterns.

Content:

[1] Theory

The aim of theoretical lessons is to introduce students to: [1] Introduction to the idea of complexity and emergent patterns; [2] Design and planning in frameworks of uncertainty; [3] Spatial resilience; [4] Adaptive patterns; [5] Economic and metabolic aspects; [6] Quality of life and spatial justice. [7] Complexity and difference. They seek not only to impart knowledge, but also to provide content for debate and

discussion. They open a gateway to contemporary questions about the urban fact, exposing both project processes and spatial vulnerabilities of contemporary territories and cities.

Theory I. Divided cities: Sarajevo.
Theory II. Divided cities: Belfast.
Theory III. Cities Destruction: Palestine.
Theory IV. Emergency in cities: Syria, Jordan and Lebanon.
Theory V. Emergent patterns I: Urban complexity | conf. Javier Ruiz.
Theory VI. Emergent patterns II: Self-construction.
Theory VII. Chaos and uncertainty in cities and territories I.
Theory VIII. Chaos and uncertainty in cities and territories II.

[L] Laboratory

[2] Urban and territorial laboratory: This is a design workshop for experimenting with space at different scales and incorporating a transdisciplinary approach using advanced tools (GIS, cellular automata, AI, etc.). The students work in groups and have to develop a proposal based on a series of questions [analysis-diagnosis] in a specific territory. The territory is diagnosed through a vulnerability/fragility matrix and the workshop proposal develops an emergent growth and performative action in the form of a chronotope. In the laboratory, the group of students will develop an analysis/design project of a territory in the Mediterranean region, to be chosen from the list below. The exercise has two parts, as described in the section dedicated to it, and is developed in groups of two to three students.

[B] Books Dissertation

[3] Reading/essay: This method introduces individual reading into the learning process. From the list of books below, each student has to choose one and read it. After reading, each student presents the book to the rest of the class and writes a short essay based on the discussion. It is expected that more than one student read the same book.

Exercises:

1. Analytical-design exercise [groups of 2/3 students]: Throughout the semester, groups of students will analyze a professor-proposed case study, investigating various aspects (physical, ecosystemic, socio-economic, etc.) to diagnose the chosen territory's vulnerabilities. Following this analysis, students will design a proposal addressing a hypothetical disruption (disaster, economic crisis) in urban-territorial dynamics, reflecting the course's themes. The project will be framed as a chronotope, combining space, time, and event, to explore the complexity of system behavior during catastrophic events.

2. Essay exercise [individual].

The second exercise allows individual exploration and critical engagement with course material. Each student selects a book from the reading list, presents it to the class, and initiates a debate. Additionally, students submit a 1500-2500 word essay connecting theoretical course concepts to the chosen reading to ensure class discourse.

Assessment:

LAB: Analytical-design exercise [Phase 1]: Evolutionary analysis > Groups of two/three > 30% (Document + presentation).

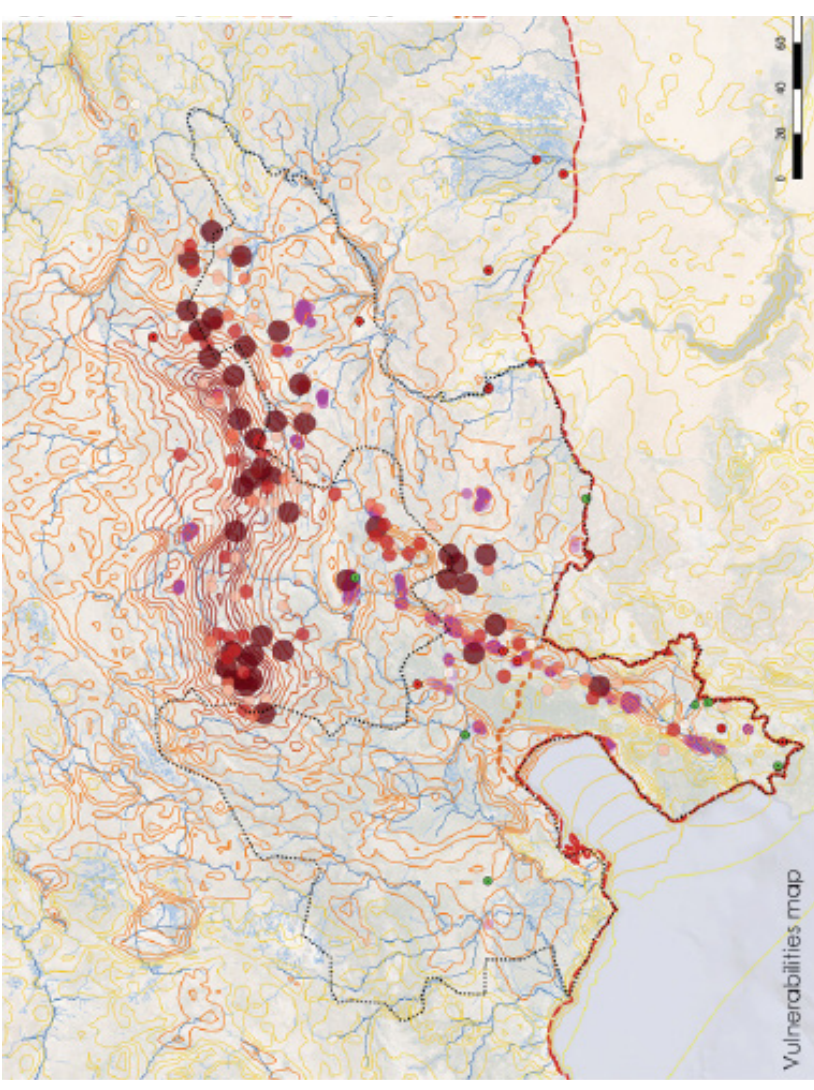
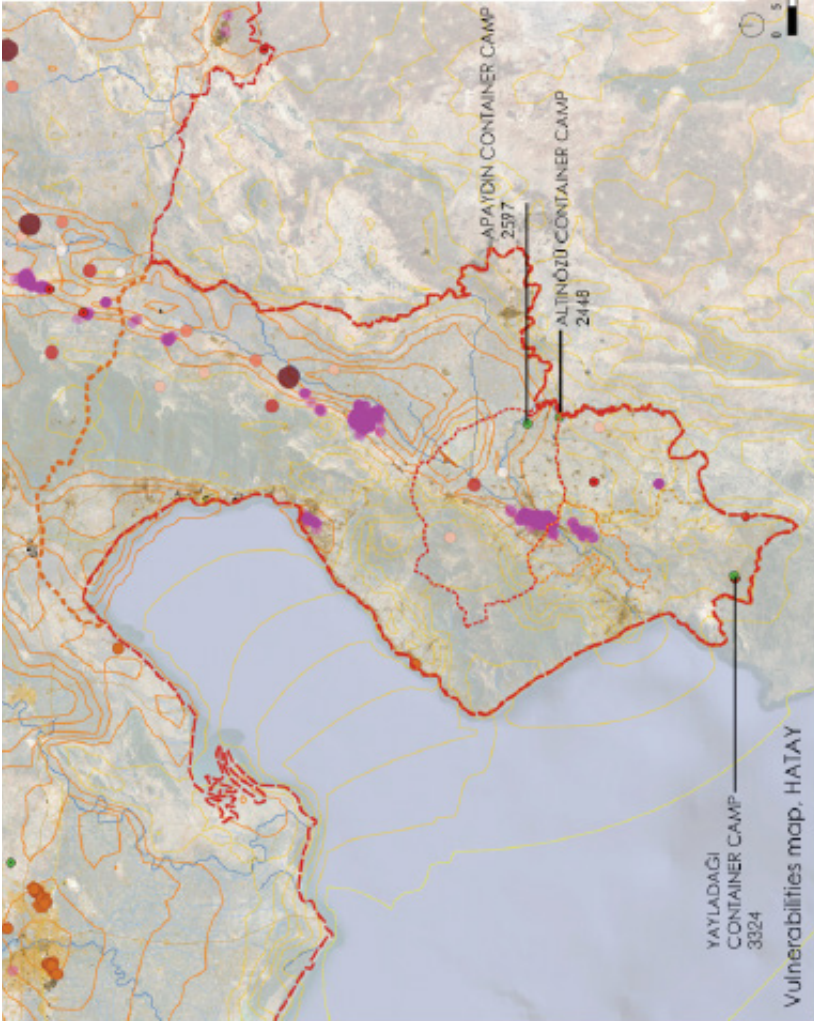
LAB: Analytical-design exercise [Phase 2]: Emergent laboratory > Groups of two/three > 40% (Document + presentation).

Book: Essay exercise: Reading the book > Individually > 20% (Paper + presentation).

Class participation > 10% .

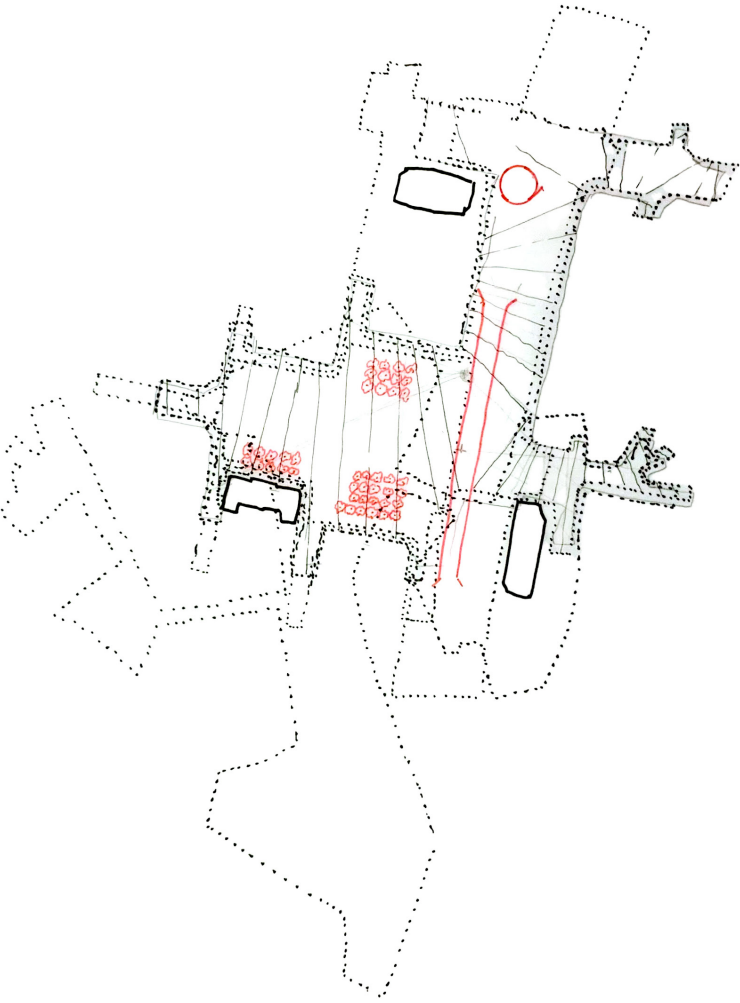
Faculty:

Inés Aquilué



Key Aspects of Urban Projects

Claus dels Projectes Urbans



During the 1980s, Barcelona led the urban debate on the so-called 'urban project' as a design strategy focusing on proximity to architecture, public space and infrastructure. On one hand, with the outstanding theorization of Professor Manuel de Solà-Morales (UR-Revista), and on the other, with a number of successful mid-scale urban transformations that illustrated an internationally renowned practice. Since then, new approaches and new paradigms have appeared on scene, in Barcelona and abroad, composing all together an interesting design practice that is the core of this course.

Urban Project is an instrument of mediation between the city and architecture, and at the same time, constitutes a way of acting and doing research. A design tool that is different either from the conventional planning or the macro-architecture, and that is driven to conceiving projects for operative fragments of the city well-delimited in space and time. The urban project reformulates the architecture of elements and public space in order to generate a new and more efficient urbanity characterized by its greater clarity and emotion.

The course reviews the concepts and praxis of Urban Project through the analysis of some local and European projects and design-oriented assignments.

Programme:

The course is organized in a series of theoretical lessons, on-site visits and assignments focused on the analysis of complex urban projects and urban design strategies.

First part: The place before the project

Before the project is the place. Before the connection, the interstice. The first part of this course addresses a reading of urban fringe spaces from three different dimensions: space, time and activities.

Second part: Urban design strategies

This part addresses how designers can work complex projects in interstitial places, by comparing the multiple design strategies and mechanisms used in order to give form to those sites.

Visit. Guided visit to Manuel de Solà-Morales' Archive (COAC).

Third Part: Resonances: from the project to the city

Cities can be understood as a combination of multiple parts and projects. In this chapter we debate about the capacity of some urban projects to transform the whole city. The systemic vision of urban projects will be discussed and analysed.

Fourth Part: Urban projects in time: evolution and decay

Cities are not static, but the constant evolution in time. Urban projects are also dynamic and they are used by citizens in multiple ways. In this part of the course, we address the interaction between design and real use of the projects.

Assessment:

Each theoretical lesson will be preceded or followed by weekly assignments to be mainly developed and discussed during the class (40% of the total assessment). Assignments will be elaborated in groups of 2 students or individually. Finally, the course will be evaluated by two exams along the course.

Partial exam: (20%).

Final exam: (40%).

Schedule:

Week 1_ Introduction to the course. Urban projects. The Barcelona experience / Projecte urbà vs Projet urbain vs Progetto urbano. The second history of the urban project / Urbanistic projects (JB) Transition urban projects. Why?

Week 2_ Before the project: spatial attributes of in-between places, Vectors, centres of gravity and scenarios.

Week 3_ Before the project: mapping activities in interstitial places Movement vs attraction. The case of Porta Ticinese in Milano.

Week 4_ Design workshop with Manchester University.

Week 5_ Design strategies 1: Extending lines, extending surfaces. Norreport · Plaça Solidaritat · Place Republique · Interflon.

Week 6_ Design strategies 2: Linking architectures, Plecnick in Ljubljana · Bellinzona, Partial exam.

Week 7_ Design strategies 3: Underground urbanity, Eugène Henard · Sergels Torg · Schottentor · Stadelhofen · Slussen.

Week 8_ Design strategies 4: Multiple grounds / inclined planes, Bucheggplatz · Slussen · Fonction Oblique · Yokohama.

Week 9_ Design strategies 5: Inner transitions, Regents Street · Ridolfi · Santa Caterina.

Week 10_ Design strategies 6: Nature as binding tool. Necklace Boston · Siza Evora · MSM 6+6.

Week 11_ Resonances: from the project to the city, The case of Copenhagen and Barcelona.

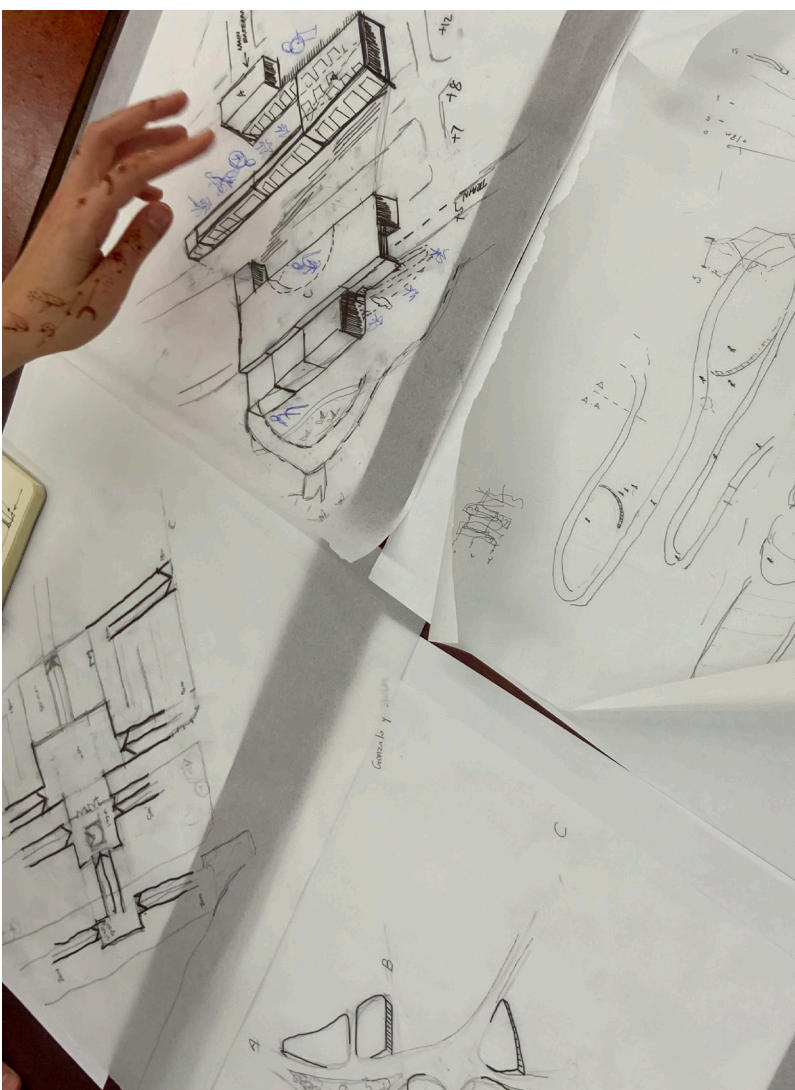
Week 12_ Urban projects in time.

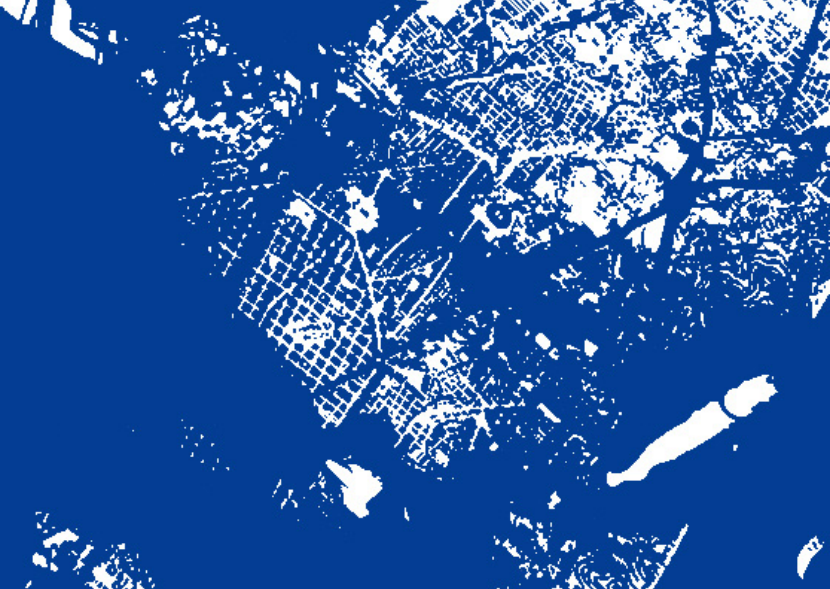
Week 13_ New paradigms of urban projects competitions. Flexibility, TVK text, Open system.

Week 14_ Final exam

Faculty:

Alvaro Clua, Carles Crosas





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