DESIGN STUDIO 8: TERRITORY

IE University
Professor: MARCELA ARAGÜEZ ESCOBAR
E-mail: maraguez@faculty.ie.edu

Academic year: 22-23
Degree course: FOURTH
Semester: 2º
Category: COMPULSORY
Number of credits: 9.0
Language: English

PREREQUISITES
The student should have completed and passed the previous course of Design Studio, or be registered for the third enrolment. Students may not enrol in more than one Design Studio course per semester.

SUBJECT DESCRIPTION
Fourth year Design Studio 7 and 8 are framed by the theme ‘engagement’. The year particularly focuses on the relationship between buildings and urban surroundings, as well as on the interaction between communities and their built environment. Design Studio 8 looks at ‘engagement’ from a territorial scale, one that not only encompasses morphological investigations but also social, economic and cultural systems. The course will particularly focus on the delineation of a territorial masterplan in which a so-called “building infrastructure” will be inserted with the aim of causing an impact at a metropolitan level beyond its built boundaries.

The course seeks to understand the territorial scale as one that is affected by different parties, and that must be managed over short-, medium- and long-term planning. We will also be focussing on how to plan between infrastructural components, open fields, existing urban networks, and the role urban planning plays in the production of sustainable environments.

Design Studio 8 is coordinated with Advanced Structures and Foundations in order to produce a series of documents with structural specificity for the design proposal to be developed in both courses.

OBJECTIVES AND SKILLS
Per the Decree EDU/2075/2010, 29 of July

Basic and General Objectives

CB1: Students have demonstrated knowledge and an understanding of a given area of study, building upon the foundation of secondary education, supported by advanced texts, and including aspects that engage the latest advances in their area of study.

CB2: Students know how to apply their knowledge professionally to their work or vocation and possess the competencies that are often demonstrated through elaboration and defense of arguments and the resolution of problems within their area of study.
CB3: Students can gather and interpret relevant facts (usually within their area of study) in order to make judgments that include reflection on relevant social, scientific, and ethical topics.

CB5: Students can transmit information, ideas, problems, and solutions to both specialized and non-specialized audiences.

CB6: Students have developed the necessary learning skills to continue their studies with a high degree of autonomy.

CG2: Knowledge of the role of the fine arts as a factor that can influence the quality of architectural creation.

CG4: An understanding of the fundamental issues in structural design, construction, and engineering as related to building projects, as well as the techniques used to address these issues.

CG5: Knowledge of the issues related to building physics, technologies, and programmatic uses, in order to create buildings that provide internal comfort and protection from the elements.

CG6: Knowledge of the industries, organizations, regulations, and procedures needed in order to transform projects into buildings, and to integrate drawings into the planning process.

CG7: An understanding of the relationship between people and buildings, and between buildings and their contexts, as well as the need to relate buildings and adjacent spaces to needs and to the human scale.

**Specific Competencies**

**PREPARATORY MODULE (CE1-11)**

(W: Workshop Format)

CE12: Ability to devise, calculate, design and implement foundation solutions, and to integrate them into buildings and urban assemblies (W).

CE17: Capacity to develop, calculate, design, and execute building structures, and to integrate them into buildings and urban complexes (W).

CE18: Capacity to develop, calculate, design, and execute interior partitions, carpentry, stairs and other finished work, and to integrate them into buildings and urban complexes (W).

CE19: Capacity to develop, calculate, design, and execute enclosure systems, roofs/coverings, and other structural work, and to integrate them into buildings and urban complexes (W).

**DESIGN MODULE (CE 34-62)**

(W: Workshop Format)

CE34: Ability to eliminate architectural barriers (W).

CE35: Ability to resolve passive environmental control, including thermal and acoustic insulation, climate control, energy efficiency, and natural lighting (W).

CE36: Ability to categorize built and urban heritage and plan conservation efforts.

CE37: Ability to conceive, execute and develop projects at the level of sketches, schematic design, design development, and construction documentation (W).

CE39: Ability to conceive, execute and develop a plan of construction management (W)

CE40: Ability to develop functional programming for buildings and urban spaces.

CE41: Ability to intervene in, preserve, restore, and rehabilitate built heritage sites (W).

CE43: Ability to develop projects for safety, evacuation, and building protection (W).

CE44: Ability to develop projects for public works (W).

CE48: Adequate knowledge of the general theories of form, composition, and architectural typologies.

CE50: Adequate knowledge of the methods of study of processes of symbolization, practical functions, and ergonomics.

CE51: Adequate knowledge of social needs, quality of life, habitability, and the basic programmatic requirements for housing.
CE52: Adequate knowledge of ecology, sustainability, and the principles of conservation of energy and environmental resources.

CE55: Adequate knowledge of the relationship between cultural patterns and the social responsibilities of the architect.

CE60: Knowledge of feasibility studies and the supervision and coordination of integrated projects.

**Transverse Competencies of the University**

CT1: Ability to identify the main characteristics of cultural identities that characterize the contemporary world through the knowledge of central ideological currents.

CT2: Ability to exercise professional behavior in accordance with constitutional principles and ethical values of the respective profession.

CT3: Manage unforeseen situations with the capacity to respond to changes within organizations.

CT4: Use disciplinary knowledge to analyze and evaluate current situations.

CT5: Integrate oneself into interdisciplinary and multicultural teams to achieve common goals in a context of diversity.

CT6: Work actively at in an international context.

**METHODOLOGY**

This course tackles a territorial scale, and it addresses currently important topics on city making to be addressed as a group. It is therefore expected that students work in the studio space collectively. Desk crits will be accompanied by pin-up sessions and short lectures on relevant topics. The course also contains some site-specific exercises and field work in order to fully understand the urban context in which we will be working throughout the semester. It is expected that students engage actively in discussions with their peers, and make proper use of the reading and references provided in class.

Design Studio 8 will have the following milestones:

**25% Review** – Pin-up presentation of collective work addressing the first stages of the design process.

**Midterm Review** – Presentation with internal and external jury where students will have the chance to display their progress and address fundamental issues to move forward with the development of their projects. The work presented for the Midterm presentation is evaluated, and feedback is provided.

**75% Review** – Pin-up presentation where students are expected to show their work in an advanced stage, with all mandatory documentation as a work in process in order to assess the overall requirements for a successful final deadline.

**Final Review** – Presentation with internal and external jury where students showcase the completed work, with the aim of engaging in a productive discussion on the final outcome of the course.

In addition, the course will be guided by a series of group and individual assignments. In these assignments, descriptions of the required deliverables, guidelines and key dates are provided. In order to further reinforce the content of the course, some lectures on key aspect related to research, representation, and references will take place.

Work in progress will be reviewed through desk-crits, i.e one-to-one conversations between student and professors to deepen into aspects to consider and/or improve in the work. Pin-up reviews and group crits will also take place in order to enhance critical discussions among peers and between the sections of the course.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
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<tbody>
<tr>
<td>Lectures</td>
<td>2.67 %</td>
<td>6 hours</td>
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27th October 2022
<table>
<thead>
<tr>
<th>Discussions</th>
<th>9.78 %</th>
<th>22 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercises</td>
<td>49.78 %</td>
<td>112 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>8.0 %</td>
<td>18 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>29.78 %</td>
<td>67 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>225 hours</td>
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**PROGRAM**

**SESSION 1 (LIVE IN-PERSON)**

**Introduction**

*Presentation Assignment 1 – Finding Missing Links*

The first assignment will be divided in two parts, both to be developed in groups. The first part of the assignment will be dedicated to assessing the strengths, weaknesses, opportunities and threats of the territory at hand in order to find missing links in that part of the city, and a territorial model of the area will be produced. In the second part of the assignment, we will be working in the production of short-, medium- and long-term scenarios for the territory at hand. To do so, environmental, circulation, programmatic, financial and morphological layers of intervention will be developed.

**SESSIONS 2 - 3 (LIVE IN-PERSON)**

*Assignment 1 – Finding Missing Links*

*Site Visit*

**SESSIONS 4 - 6 (LIVE IN-PERSON)**

*Assignment 1 Part 1 – Finding Missing Links*

*Site model making and mapping review*

*Lecture 1: The Mapping of Territory*

**SESSIONS 7 - 9 (LIVE IN-PERSON)**

*Deadline Assignment 1 Part 1*

*Presentation Assignment 1 Part 2 – Injecting Time _ Scenario Planning*

*Review of environmental, circulation, programmatic, morphological and financial layers*

*Lecture 2: Architecture and the Railways*

**SESSIONS 10 - 12 (LIVE IN-PERSON)**

*Assignment 1 Part 2 – Injecting Time _ Scenario Planning*

*Review of environmental, circulation, programmatic, morphological and financial layers*

**SESSIONS 13 - 15 (LIVE IN-PERSON)**

*25% Review – Assignment 1 deadline*

*Presentation Assignment 2 – Crash Program _ Building Infrastructure*
For the second assignment, students will be focussing on the strategic solutions to solve the short-term future of their masterplan. As part of this development, they will be working on the delineation of a “crash program” that will activate the area, and that will be translated in a building infrastructure to serve both its immediate context as well as a wider metropolitan network.

SESSIONS 16 - 18 (LIVE IN-PERSON)
Assignment 2 – Crash Program _ Building Infrastructure
Review of Design Strategy for a short-term future definition
Lecture 3: Thinking big. Metropolitan Architecture

SESSIONS 19 - 21 (LIVE IN-PERSON)
Assignment 2 – Crash Program _ Building Infrastructure
Review of Design Strategy for a short-term future definition

SESSIONS 22 - 24 (LIVE IN-PERSON)
Assignment 2 – Crash Program _ Building Infrastructure
Review of Design Strategy for a short-term future definition

SESSIONS 25 - 27 (LIVE IN-PERSON)
Assignment 2 – Crash Program _ Building Infrastructure
Review of Design Strategy for a short-term future definition

SESSIONS 28 - 30 (LIVE IN-PERSON)
Midterm Review – Deadline Assignment 2
Presentation Assignment 3 – Detailing Territory
For the third assignment, students will be focussing on the development of their building infrastructure. The aim is that of generating an environmentally conscious architecture as well as a programatically and spatially innovative one. Students are expected to reach a level of detailed spatial, programmatic and construction definition for the building infrastructure.

SESSIONS 31 - 33 (LIVE ONLINE)
Assignment 3 – Detailing Territory
Review of programmatic, spatial and construction definition of a building infrastructure.
Lecture 4: No-Harm Architecture. Strategies For a Net-Zero Future

SESSIONS 34 - 36 (LIVE ONLINE)
Assignment 3 – Detailing Territory
Review of programmatic, spatial and construction definition of a building infrastructure.

SESSIONS 37 - 39 (LIVE ONLINE)
Assignment 3 – Detailing Territory
Review of programmatic, spatial and construction definition of a building infrastructure.

**SESSIONS 40 - 42 (LIVE ONLINE)**

*Assignment 3 – Detailing Territory*

Review of programmatic, spatial and construction definition of a building infrastructure.

**SESSIONS 43 - 45 (LIVE ONLINE)**

75% Review – Deadline Assignment 3

**SESSIONS 46 - 48 (LIVE ONLINE)**

Review of construction detailing and final representation

**SESSIONS 49 - 51 (LIVE ONLINE)**

Review of construction detailing and final representation

**SESSIONS 52 - 54 (LIVE ONLINE)**

Review of construction detailing and final representation

**SESSIONS 55 - 57 (LIVE ONLINE)**

Review of final narrative and mock-up presentation

**SESSIONS 58 - 60 (LIVE ONLINE)**

**FINAL REVIEW**

**EVALUATION CRITERIA**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROCESS</td>
<td>60 %</td>
<td>Encompasses work habits, production, development, and ability to evaluate and incorporate the received criticism.</td>
</tr>
<tr>
<td>DELIVERABLES</td>
<td>40 %</td>
<td>Relation quality-quantity of the production presented in relationship to what is meant to be communicated.</td>
</tr>
</tbody>
</table>

6.1 GENERAL OBSERVATIONS

Work will be assessed on a weekly basis through individual and group reviews. Grading will be based on the quality of the working process and deliverables for the midterm and the final review. In addition, evaluation will also consider student performance for the 25% and 75% reviews, as well as attendance, punctuality and overall engagement in the course.

**MIDTERM EVALUATION**
Student will receive an evaluation form with feedback, as well as with one of the following grades:

**Check**: the student has reached the goals established for the first part of the semester.

**Check +**: the student has surpassed the goals established for the first part of the semester.

**Check -**: the student has not met the minimum goals established for the first part of the semester.

This grade will be based on the following variables:

**PROCESS**, which will encompass work habits, production, development, and ability to evaluate and incorporate the received criticism. Active participation in group and individual conversations is key to developing a critical sense, and fundamental to develop a design process that is rooted in the students own ability to make their own decisions.

**DELIVERABLES**, which will evaluate the relation quality-quantity of the production presented in relationship to what is meant to be communicated, and considering the work of the whole semester, with special emphasis on the work presented for the midterm review. Deliverables must include ALL mandatory documents specified before the Midterm Presentation.

The Midterm grade will not determine the final grade and should be taken only as an indication of progress.

**FAILING TO PRESENT, VERBALLY AS WELL AS GRAPHICALLY, OR AN ABSENCE DURING THE MIDTERM REVIEW WILL TRANSLATE INTO THE DEDUCTION OF 2 (TWO) POINTS FROM THE FINAL GRADE.**

**FINAL EVALUATION**

For the Final Review the students will receive a grade on a scale from 0 to 10, with a minimum passing grade of 5.0. After the Final review, and considering the totality of the work developed over the course of the semester, students will be evaluated, as in the Midterm Presentation, on **PROCESS** and **DELIVERABLES**. Conditions on both evaluation aspects are as described above. Deliverables must include ALL mandatory documents specified before the Final Presentation.

**FAILURE TO PARTICIPATE IN THE FINAL REVIEW, IN TERMS OF DELIVERABLES OR IN TERMS OF ATTENDANCE, WILL AUTOMATICALLY TRANSLATE INTO FAILING THE WHOLE COURSE WITH A GRADE NOT HIGHER THAN 4.5. NO LATE SUBMISSIONS WILL BE ACCEPTED.**

**ATTENDANCE**

IE University establishes the following: students that do not attend at least 70% of all sessions will fail the course with a 0.0 and will proceed directly to third enrolment, without the chance to retake the course in second enrolment.

**SECOND ENROLLMENT**

Students that have failed the subject in first enrollment pass to the second enrollment. Those who do not meet the minimum attendance percentage according to IE University policies will not have the option of attending the second enrollment and will automatically pass to the third enrollment.

For those attending the second extraordinary exam period, the exam will have two parts: Part I that will be a presentation of the project originally produced during the ordinary period with a further development of those areas that were underdeveloped for the final review, and Part II which consists on a design exercise to be presented and administered the day of the exam. The students will have to pass Part I to be able to pass to Part II. Those students that do not pass Part I will go to third enrollment.

Part I and Part II should obtain a passing grade for the student to be able to pass the second enrollment. The minimum grade to pass the second enrollment is 5.00.

The second enrollment conditions and requirements will be explained by the professors in a specific document handed out to the students that fail the class. The students attending the second enrollment have the right of requesting office hours to follow the progress made in the improvement of their projects.

**THE EXAM IS LIVE IN-PERSON AND IT WILL TAKE PLACE IN THE CAMPUS WHERE THE STUDENTS TOOK THE COURSE, SEGOVIA OR MADRID.**

**6.2 GRADING STANDARDS**
According to IE University policies, the students will be evaluated on a scale from 1 to 10. The standards of each grades are described below:

1, 2, 3, 4: Not passing level of work -- significant areas needing improvement and/or not enough deliverables to properly represent the project strategy.
5: Passing level of work with a few areas needing critical improvement, and/or the need for developing minimum required deliverables to properly represent the project strategy.
6: Fair level of work with some areas needing critical improvement.
7: Consistent, solid work during the whole semester. Solid grade, student producing what is expected at that year level.
8: Advanced level of work for what can be expected at that year level.
9: Exceptional level of work, within the standards of a slightly higher year-level of studio. Starting on a 9, the student could (according to the necessary consensus among professors) receive a MH as a recognition of an exceptional work.
10: Beyond exceptional level of work, within the standards of a much higher level of studio.

PROFESSOR BIO

Professor: MARCELA ARAGÜEZ ESCOBAR
E-mail: maraguez@faculty.ie.edu

MARCELA ARAGÜEZ ESCOBAR

Marcela Aragüez is Assistant Professor of Architecture and Associate Director of Undergraduate Studies in Architecture at IE School of Architecture & Design. She is a licensed architect with professional experience in Spain and Switzerland, and received her PhD in Architectural History & Theory at the Bartlett School of Architecture, UCL. Marcela’s research focus lies in the production of adaptable architecture and cross-cultural post war practices in Japan. She has recently coordinated the joint research project ‘The Culture of Water’ in collaboration with the KIT in Japan and the HSLU in Switzerland. Marcela has lectured widely Europe and Japan, and her work has been acknowledged by grants and awards from institutions such as the Japan Foundation and the Sasakawa Foundation. She has published in international journals such as Roadsides and Architecture Research Quarterly.

OTHER INFORMATION