DESIGN STUDIO 8: TERRITORY

Bachelor in Architectural Studies BAS SEP-2023 DS8-AS.4.M.A

Area Architecture and Design

Number of sessions: 60

Academic year: 23-24

Degree course: FOURTH

Number of credits: 9.0

Semester: 2º

Category: COMPULSORY

Language: English

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Amaia Sánchez Velasco

Amaia Sánchez-Velasco is an architect, educator, researcher, and co-director of GRANDEZA STUDIO – a collective architectural practice whose body of work entangles with research, pedagogy, and critical spatial practices. Amaia's two most recent projects with GRANDEZA STUDIO have been featured at the 2023 Biennale Architettura di Venezia (titled "The Laboratory of the Future", curated by Lesley Lokko): *Pilbara Interregnum: Seven Political Allegories* was exhibited at the Arsenale, as part of the International Practitioners section, and the film *Strata Incognita* (co-directed with Locument) was part of "Foodscapes" (the Pavilion of Spain) and exhibited at the Giardini. The film Strata Incognita was later-on nominated for the best short film award at the 21st edition of the International Film Festival Doclisboa, and at the 65th edition of the International Festival of Documentary and Short Film of Bilbao (Zinebi).

Between 2015 and 2022, Amaia worked as an academic at the School of Architecture, Faculty of Design, Architecture and Building (DAB) at the University of Technology Sydney (UTS), where she currently holds an Honorary Adjunct Fellow position. Amaia has also taught research seminars and design studios, Domus Academy Milan, IE University and the University Andrés Bello in Chile. She has also lectured in institutions such as The Berlage TUDelft, ETSAM, Design Academy Eindhoven, University of Montréal, Universidad Andrés Bello, Powerhouse Museum Sydney, MIT, Domus Academy Milan, Triennale di Milano, amongst others.

In 2019, GRANDEZA STUDIO were the Creative Co-Directors and Co-Curators of Teatro Della Terra Alienata, the Australian pavilion for the XXII Triennale di Milano (titled "Broken Nature: Design Takes on Human Survival", curated by Paola Antonelli). The project received the Golden Bee award for the best international contribution and was later acquired by the National Gallery of Victoria (NGV) for its permanent collection of Contemporary Design and Architecture.

Office hours will be on request. Please contact at:

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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, their built environment, and the territory at large. Design Studio 8 looks at 'engagement' from a territorial scale, one that not only encompasses morphological investigations but also social, ecological, economic and cultural systems. The course will particularly focus on the delineation of a territorial masterplan in which a so-called 'building and landscape 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, inherited ruins, and existing urban networks, and how to implement a system that ensures the production of sustainable environments in the long run.

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.

LEARNING OBJECTIVES

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.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

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 readings 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 aspects 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.

MAIN AIMS OF DESIGN STUDIO 8

The objective of Design Studio 8 will be to develop a territorial project that starts off with a meticulous mapping and analysis of a given area. As part of this development, the course will also focus on the detailing of a sector within the territory to define an infrastructural building and landscape condition where structural specificity and programming over time is to be emphasized. In order to do so, the acquisition and strengthening of a series of practical and disciplinary tools will be fundamental for the development of the course.

In terms of the practical tools this course will emphasize the following:

- Site Diagrams
Mapping a territorial scale. Representing data and outcome of field work.

- Construction Systems
Improving structural competencies and application within the logic of a design strategy.

- Scale
Emphasizing relationships across scales (territory, city, neighborhood, public spaces, buildings, and details).

In terms of the disciplinary tools this course will emphasize the following:

- Research
Working with SWAT analysis. Development of territorial analysis from data and observation.

-Programming

Reflecting upon spatial and programmatic hierarchy and interactions. Non-residential program will be put on the spot, although residential programs may also be considered. Students will articulate their design taking into consideration diverse temporalities,as well as differentiated degrees freedom and/or constraints.

- Planning

Development of short-, medium- and long-term future planning (by scenario development).

These tools and others not included in this semester are repeated over the curse of the five years of architectural education at IE School of Architecture and Design as a method to strengthen the processes involved in architecture.

ENGAGEMENT

IE School of Architecture and Design is invested in offering an education that is deeply engaged in the conditions of our present and our future. Each semester will bring new topics of engagement with reality, offering a wide perspective of the potential of the architect to produce positive change and to be more aware of the challenges of our time.

For **Design Studio 8** we will engage with the following specific conditions:

- Dealing with a dysfunctional legacy of a built area that currently faces a social and programmatic radical transformation.

- Promoting the development of a territorial planning that includes economical, financial, and environmental layers beyond a built proposal.

- Emphasize the inclusion of local voices and organisations as part of the design process for the design of a territory, as well as the role of public institutions in their responsibility of supporting a sustainable city making proposal for a short- medium- and long-term future.

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	2.67 %	6.0 hours
Discussions	9.78 %	22.0 hours
Exercises in class, Asynchronous sessions, Field Work	49.78 %	112.0 hours
Group work	8.0 %	18.0 hours
Individual studying	29.78 %	67.0 hours
TOTAL	100.0 %	225.0 hours

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 to produce a territorial model of the area. In the second part of the assignment, we will be working in the production of short-, medium- and long-term scenarios for the area. To do so, environmental, circulation, programmatic, financial and morphological layers of intervention will be developed.

SESSIONS 2 - 4 (LIVE IN-PERSON)

Site Visit

A joint visit of teachers and students to the project site will be organized in order to verify and analyse the urban, landscape, architectural and social context. The previous works of analysis will allow us to deepen in a more concrete field work. The visit will also allow us to verify in situ values, virtues and intrinsic structural problems of the site in relation to its context. The observation of the site, the detection of critical points and their link with the environment will be relevant.

SESSIONS 5 - 7 (LIVE IN-PERSON)

Assignment 1 Part 1 – Finding Missing Links

Site model making and mapping review

LECTURE 1: THE MAPPING OF TERRITORY

SESSIONS 8 - 10 (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: RIVER ARCHITECTURE AND LANDSCAPE

SESSIONS 11 - 13 (LIVE IN-PERSON)

Assignment 1 Part 2 – Injecting Time _ Scenario Planning

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

SESSIONS 14 - 16 (LIVE IN-PERSON)

25% Review – Assignment 1 deadline

At this stage, students will present plans and models of the territory analysis with drawings and mappings that reflect on the problems and potentials of the site in relation to the program and its environment. This first phase will lay out the foundations for the action strategies necessary to address the future design proposal.

SESSIONS 17 - 19 (LIVE IN-PERSON)

Assignment 2 – Crash Program _ Building and Landscape Infrastructure

Review of Design Strategy for a short-term future definition

LECTURE 3: THINKING BIG. METROPOLITAN ARCHITECTURE

SESSIONS 20 - 22 (LIVE IN-PERSON)

Assignment 2 – Crash Program _ Building and Landscape Infrastructure

Review of Design Strategy for a short-term future definition

SESSIONS 23 - 25 (LIVE IN-PERSON)

Assignment 2 – Crash Program _ Building and Landscape Infrastructure

Review of Design Strategy for a short-term future definition

SESSIONS 26 - 28 (LIVE IN-PERSON)

Assignment 2 – Crash Program _ Building and Landscape Infrastructure

Review of Design Strategy for a short-term future definition

SESSIONS 29 - 32 (LIVE IN-PERSON)

Midterm Review – Deadline Assignment 2

An internal and external jury will evaluate in this stage the development of the whole process of analysis of the area, taking into account morphological aspects, flows, mobility and urban accessibility, environmental criteria, infrastructures, equipment, urban fabric, landscape values and linkage with the environment.

Presentation Assignment 3 – Detailing Territory

For the third assignment, students will start working individually to focus on their own development of a building and landscape infrastructure. The aim is that of generating an environmentally conscious architecture and surrounding context as well as a programmatically and spatially innovative one that fulfils the requirements of the delineated short-term future of the masterplan. Students are expected to reach a level of detailed spatial, programmatic and construction definition for the building and landscape infrastructure.

SESSIONS 33 - 35 (LIVE IN-PERSON)

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 36 - 38 (LIVE IN-PERSON)

Assignment 3 – Detailing Territory

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

SESSIONS 39 - 41 (LIVE IN-PERSON)

Assignment 3 – Detailing Territory

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

SESSIONS 42 - 44 (LIVE IN-PERSON)

Assignment 3 – Detailing Territory

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

SESSIONS 45 - 47 (LIVE IN-PERSON)

75% Review – Deadline Assignment 3

This presentation will be made individually.Each student will present her/his/their proposal with a clear definition of her/his/their architectural and landscape development that will start from the previous analysis. This work will culminate in a project that must be consistent across different scales with all the strategies previously proposed. At this stage, the project must have a high degree of definition and concreteness in order to be able to determine the virtues and/or defects of the proposal that must be redirected or improved for the final delivery.

SESSIONS 48 - 50 (LIVE IN-PERSON)

Review of construction detailing, structural specificity, overall narrative and final representation

SESSIONS 51 - 53 (LIVE IN-PERSON)

Review of construction detailing, structural specificity, overall narrative and final representation

SESSIONS 54 - 56 (LIVE IN-PERSON)

Review of construction detailing, structural specificity, overall narrative and final representation

SESSIONS 57 - 60 (LIVE IN-PERSON)

Final Review

Students will present her/his/their final project with the degree of detail and development required for a correct technical and conceptual definition of the proposal. The main objective will be to evaluate the architectural and urban quality of the proposal according to morphological, structural, socio-economic and environmental criteria that contribute to improve the quality of life of people in the city.

EVALUATION CRITERIA

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 EVALUATIONS

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.

criteria	percentage	Learning Objectives	Comments
PROCESS	40 %		Encompasses work habits, production, development, and ability to evaluate and incorporate the received criticism.
DELIVERABLES	60 %		Relation quality-quantity of the production presented in relationship to what is meant to be communicated.

RE-SIT / RE-TAKE POLICY

SECOND ENROLLMENT

Students that have failed the subject in first enrollment during the ordinary period will pass to the second enrollment. As explained, those who do not meet the minimum attendance percentage according to IE University policies during the ordinary period 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 will consist of the presentation of the project originally produced during the ordinary

  period with a further development of those areas that were underdeveloped for the final review.

The professor in charge of the course will explain to the student the areas to improve in order to obtain a passing grade.

- Part II will consist of 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 5.0. The maximum grade that a student may achieve in second enrollment is an 8.

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 second enrollment will take place in person and at the campus where the student enrolled during the ordinary period.

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.

ATTTENDANCE

IE University establishes the following: students that do not attend at least 80% 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.

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

Although the students have the obligation of reading the Code of Conduct, this is a brief summary of the conditions to comply with:

1. Be on time: Students arriving late will be marked as "Absent". Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. Do not leave the room during a lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

3. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the professor as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. It you do not want to ask it during the lecture, feel free to approach your professor after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

4. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

5. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

6. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

ATTENDANCE

IE University establishes the following: students that do not attend **at least 80% 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.

For the students that, under extremely extraordinary circumstances and with the previous approval of the School of Architecture and Design attend classes online, the policy remains the same and will have to be connected at all times and with their cameras turned on.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.

The students have the obligation of reading and knowing the Ethics Code in order to be well informed of the Ethics Policies of IE University. The Code is available to ALL students through their campus on Blackboard.