URBAN STRATEGIES 2

IE University
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Academic year: 22-23
Degree course: FOURTH
Semester: 2º
Category: COMPULSORY
Number of credits: 3.0
Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Through the reading of key texts and the presentation of different examples throughout the world, the starting point on the course will be an analysis on the current state of new cities and the role urbanism takes on its development.

The last decade has witnessed the spectacular collapse of economies that became too reliant on urbanization as their primary instrument of economic production. From the ghost estates of Africa to the artificial oases of Dubai to the unoccupied new-towns, called “Cities in a box” scattered across western China to the abandoned infrastructures of Spain, speculative expansions of urbanized territories have proliferated in a wide range of economic, political and geographic contexts. Such paradigms are based exclusively in top-down paradigms coming from financial interests, in clear conflict with other possible ways of understanding the way human settlements should take place.

Such examples will be the counter-reference for a discussion of seeking new alternatives on new forms of territorial formatting, urbanization or transformation of places, enclaves that suffer a particularly great deal of preassure.

From here, we will analyze and act upon a selected site with a particular ecology. If left to those single dominant forces, it could lead to undesirable forms of urbanism. If managed, rearranged and cultivated in a proper way, according to the local ecologies, new and sustainable territorial formats can be unfolded.

We will work within a territory on the verge of constant change. A site that faces significant pressures to suffer radical changes and territorial developments.

The course will begin with a deep analysis of the agents and protocols involved on the site, in order to find new propensities, and to implement new compatibility and productivity relationships among all of them. This will lead to new temporal and spatial organizations.

This workshop will be like a petri dish for speculative urban experiments precisely not based on economic speculation. The kind of urban design that will be explored is called urban cultivation: the probing of opportunities within the ever-changing urban ecosystems.
Gaming will be a particularly useful tool for the course. The students will intervene in a given urban situation, and will play with it and manipulate it in our laboratories. When turned back to the territory, the possibility for transformation is set up. We will not design something but design the conditions necessary for something to happen. Therefore, objects will be replaced by relationships. This modality of action is similar to ‘seeding’ that negotiate with needs, agents and processes, not only with urban morphology. This is the aim of the course: first to elaborate a kind of dynamic mapping (named here ‘game board’) of the area of study, and then to propose new interventions for it.

**OBJECTIVES AND SKILLS**

2-OBJECTIVES AND SKILLS

2.1. BASIC AND GENERAL OBJECTIVES

The general objectives and skills that students will develop as a result of the learning process of this specific course are:

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.

CB4: Students can transmit information, ideas, problems, and solutions to both specialized and non-specialized audiences.

CB5: Students have developed the necessary learning skills to continue their studies with a high degree of autonomy.

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.

2.2. SPECIFIC COMPETENCIES

The specific objectives and skills that students will develop as a result of the learning process of this specific course are:

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

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

CE45: Ability to design and execute urban projects as well as those for urbanization, gardens, and landscape.

CE46: Ability to apply urban planning regulations and ordinances.

CE47: Ability to develop environmental and landscape studies, and environmental impact reports.

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

CE57: Adequate knowledge of sociology, theory, economics, and urban history.

CE58: Adequate knowledge of the methodological foundations of urban, territorial, and metropolitan planning.

CE59: Knowledge of civil, administrative, urbanistic, building and industry regulations relating to professional activities.

CE62: Knowledge of the mechanisms of preparing and developing urban plans at all scales.

2.3. TRANSVERSE COMPETENCIES OF THE UNIVERSITY
METHODOLOGY

The transverse objectives and skills that students will develop as a result of the learning process of this specific course are:

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.

The course combines seminar and workshop format, in order to promote the skills of intelligent thinking, debate, and oral, written and graphic communication.

There will be brief oral presentations (5 minutes maximum), supported by written documentation, graphics or multimedia that the student sees fit, to present individual and team exercises.

TRAINING ACTIVITIES

The teaching of urbanism combines the practical with the theoretical training activities tailored to require this dual character. The systematic progression of learning and discipline requires the articulation of theory sessions and practical exercises in a logical structure that acquired knowledge and skills set.

The Professor will, in his TEACHING HOURS, resort to the following:

Lectures and theoretical: Theoretical explanations of the four thematic blocks of classroom sessions by presenting the theoretical or conceptual development. Practical work in workshop: program development and design exercises proposed in the theoretical sessions. Critical sessions: presentations of the work undertaken by the students with individual indications.

Lectures: presentation of research topics, examples of similar cases, comments made in the previous weeks and guidelines for the current week, thus stimulating student's work.

The student will spend, according to the competences referred to in their HOURS OF AUTONOMOUS WORK to:

- Individual study: study of selected texts from literature and provided critical analysis thereof.
- Preparation work: Individual Development for presentation of the exercises and developing functional programs in the seminar.

Individual or group tutoring: Individual or group periodic meetings (online forums) to contrast the problems and the progress of work.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>6.67 %</td>
<td>5 hours</td>
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<tr>
<td>Discussions</td>
<td>13.33 %</td>
<td>10 hours</td>
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<tr>
<td>Exercises</td>
<td>60.0 %</td>
<td>45 hours</td>
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</table>
PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Course introduction: goals, topics, methodology, schedule and evaluation system.

Lecture: “Rethinking the Urban. Instant Cities vs. Urban Gameboards”. Examples on urban processes called Cities in a Box, such as Kilamba (Angola) ; Kangbashi, Ordos (China); Seseña (Madrid), etc. Presentation of the counter-concept of Urban Ecologies.

Lecture: "Choke Point. Oil urbanisms in the Strait of Hormuz". Site Analysis. Data research and relevant topics, stressing agents and components and spaces of conflict.

Readings presentation.

Recommended Bibliography:


SESSION 3 (ASYNCHRONOUS)

ONLINE FORUM
Research kick off

SESSION 4 (LIVE ONLINE)

Student presentation and discussion of Exercise 1 (Site Analysis)

Lecture: "Mapping Tools".
Introduction to Exercise 2. Site mapping

Based on the analysis done in Exercise 1, and focusing on the site selected, it will be proposed the mapping of four different relevant categories in four independent maps.

Map 1 - Migrations
Map 2 - Economy

Map 3 - Control (active control devices) Every dynamic device or protocol that regulates activity in the area.

Map 4 - Limits (passive control devices) Frontiers, stable and permanent, belonging to different political and territorial agencies. Visible (fences, check points, physical limits) and invisible (political borders related to water, land, air). Laws, policies or regulations having an impact at the territorial scale. Natural protected areas and other border conditions with a direct effect on territorial structures.

Readings presentation.

Recommended Bibliography:

Multimedia Documentation: James Corner Field Operations

24th October 2022
SESSION 5 (LIVE ONLINE)
Exercise 2 Review. Mapping
Readings presentation.
Recommended Bibliography:

SESSION 6 (LIVE ONLINE)
DOUBLE SESSION PART 1
Short Lecture: “Potteries thinkbelt”
Presentation of Exercise E2. BIS. INTEGRATED MAP
Review of Exercise e2. Mapping
Readings presentation.
Recommended bibliography:
Article: “La infraestructura del paisaje. El urbanismo más allá de la ingeniería” (Landscape Jrnl. January 1, 2009 vol. 28 no. 1 79-95) (ced)

SESSION 7 (LIVE ONLINE)
DOUBLE SESSION PART 2
Presentation of Exercise E2. BIS. INTEGRATED MAP
Review of Exercise e2. Mapping

SESSION 8 (LIVE ONLINE)
Review of Exercise 2 (Mapping)
Introduction to Exercise 3: Site Gameboard and scenario testing
- Development of a map that will integrate the prior four maps, developing a “thick 2D”, showing connections and spaces of conflict. This Gameboard will be the basis for the next maps. 1xA2
- Mapping three extreme scenarios using the same base map. On each of them one resource will be dominant.
  - Scenario 1. 1xA2
  - Scenario 2. 1xA2
  - Scenario 3. 1xA2
Readings presentation.

24th October 2022
SESSION 9 (ASYNCHRONOUS)

SESSION 10 (LIVE ONLINE)
DOUBLE SESSION PART 1
Excercise 3 Presentation: Scenarios and strategies
Short lecture: "Tableaux de Bataille: From The Battle of Issus to Super Mario Bros".
Readings presentation.
Recommended bibliography:

SESSION 11 (LIVE ONLINE)
DOUBLE SESSION PART 2
Excercise 3 Presentation: Scenarios and strategies
Short lecture: "Tableaux de Bataille: From The Battle of Issus to Super Mario Bros".

SESSION 12 (LIVE ONLINE)
Exercise 4 Review (Scenarios and strategies)
Readings presentation

SESSION 13 (LIVE ONLINE)
Exercise 4 Review (Scenarios and strategies)
Final review instructions
SESSIONS 14 - 15 (LIVE ONLINE)

DOUBLE SESSION PART 1
Final submission and presentation of E2, E3 and E4
Final Review

DOUBLE SESSION PART 2
Final submission and presentation of E2, E3 and E4
Final Review

EVALUATION CRITERIA

The evaluation system requires, in order to successfully completing the course, to submit all the exercises in due time and manner.

Class participation and active involvement in the classes will be taken into account.

The evolution, responsibility and maturity of students in the approach and resolution of individual exercises will be assessed.

This course will involve the following evaluation methods:

SE1: Attendance and Active Participation
SE2: Submission and/or Presentation of Group Projects
SE3: Submission and/or Presentation of Individual Projects
SE4: Evaluation of Group Exercises
SE5: Evaluation of Individual Exercises
SE6: Exams

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Attendance</td>
<td>15 %</td>
<td>Active participation in class. Participation in online forums.</td>
</tr>
<tr>
<td>Readings</td>
<td>20 %</td>
<td>Analysis and criticism capacities over the proposed texts</td>
</tr>
<tr>
<td>Assignments</td>
<td>40 %</td>
<td>Correct execution of the exercises. Well structured reasoning and expression</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>25 %</td>
<td>Correct execution of the final exercise where every partial assignment should be included and improved if needed. Well structured reasoning and expression</td>
</tr>
</tbody>
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Attendance and participation (15%)
Analysis and discussion of the readings (20%)
Assignments (40%). Students will be required to complete a series of exercises throughout the course. Each student will be required to show a good level of analysis and design capacities by using different tools and techniques, as well as an adequate capacity of visual representation.
Final exercise (25%). This is not an independent project but the result from the work done since the beginning of the course. It will serve for general assessment of the levels reached during the workshop. The following topics will be particularly evaluated: general approach, execution quality and depth of analysis.

24th October 2022
Second Enrollment (extraordinary):
Students at the second enrollment will be evaluated through a practical exercise (60%) and the delivery of all the assigned exercises (40%).

GRADING AND ATTENDANCE NOTES:
1. Students have access to a total of four enrollments, in two consecutive academic years.
2. Students must attend at least 70% of all class sessions. Students who do not meet this minimum percentage automatically fail both first and second enrollments, and pass directly to the third enrollment.
3. Grading of students in the extraordinary enrollments will follow the following guidelines:
   Students that have failed the subject in first enrollment pass to the second enrollment, except those who do not meet the minimum attendance percentage, and that therefore pass directly to the third enrollment.
4. The maximum grade that a student may achieve in second enrollment is an 8.

PROFESSOR BIO

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JUAN ELVIRA PEÑA
Partner and founder of Murado y Elvira Arquitectos. He is a doctorate professor of Architectural Design at ETSAM (2001-) and Urban Workshop professor at IE University since 2013. He received a scholarship from the “LaCaixa” Foundation for postgraduate studies (1998) and received a Master’s degree from Columbia University in New York City (AAD, 2000). He has been a visiting professor and lecturer at various national and international universities, such as NTNU in Trondheim, the International University of Catalonia or the Alicante School of Architecture. His projects have received awards in various national and international competitions and have been exhibited at Freshmadrid and at the 11th Venice Biennale, among others. His student residence hall in Trondheim was nominated for Norway’s National Architecture Prize (2012) and selected for the 2013 Spanish Architecture Biennial. He engages in editorial work and criticism, which he began as editor of the architecture magazine Oeste. His doctoral thesis “Ghost Architecture” is based on research into the cultural and technological practice of producing architectural atmospheric effects.

For more professional info please refer to: www.muradoelvira.com
For more info on doctoral research please refer to: http://oa.upm.es/33903/

OTHER INFORMATION