

SYLLABUS

URBAN DESIGN IN BARCELONA SEMINAR, LIVABILITY ARCH 410/510

Instructor Cynthia Echave

Instruction in English with Spanish and Catalan terms and content

3.0 Credits

40 Contact Hours

40+ total hours of student engagement in all course activities

Barcelona, Catalunya, Spain



COURSE DESCRIPTION

This course teaches the urban design idea of the importance of social interaction and cohesion at the human scale of cities. Fundamental contemporary principles are taught including self-sufficiency of city blocks and superblocks, and urban ecology of cities as organisms of interrelated systems. Contextualization of Barcelona urban design is done through studies of neighborhood morphologies in Barcelona, Girona and Granada. Urban design teaching is done through:

COURSE OBJECTIVES

Urban Theory: Class lectures, reading discussions and course weblog based research. Urban theorists include Ildefons Cerda, Manuel Sola Morales, Jane Jacobs, Jan Gehl, Karen Franck, Carlo Ratti, Vicente Gualart and Salvador Rueda. Readings and discussions may occur before program departure.

Neighborhood Morphology: visits across three urban morphologies in Barcelona: 1) maritime metropolis of the gothic core, previously autonomous villages and hillside structure in Girona; 2) modernisme Cerda's Eixample grid; and 3) contemporary planning since 1975 including the 1992 Olympic waterfront development. In Granada additional comparative morphology is studied: 4) Albaicin fragmented urban form, historic center, contemporary edge and the hillside Alhambra complex. In all morphology studies student observe, discuss, read about and measure urban history, technology and design – closely aligned with media methods of research, observation, measurement and analysis.

INSTRUCTIONAL METHODOLOGY

Presentations and reading discussions will provide students with an opportunity to learn about urban design problems in Barcelona. Readings and discussions will provide context Barcelona urban design from maritime metropolis, the Cerda grid, recent history from the 1927 Mies Pavilion, the 1992 Olympic Games and recent waterfront development. The research and presentation in text with visualization of current urban problems will be done by each student.

Instruction will occur via in class presentations, discussions in groups, blog/website presentation of articles and references and students will present and share their work as a form of peer learning methods.

METHOD OF EVALUATION (GRADING)

Introduction Writing Assignment related to studio project I – 2 weeks (25% grade)

Writing Assignment related to studio project I – 4 weeks (40% grade)

Writing Assignment related to studio project II- – 3 weeks (35% grade)

COURSE OUTLINE

Week 01 – Program Purpose

- Urban Theory Discussion + Writing Assignment: Neighborhoods 1, Eixample, 22@, Superilles

Week 02 – Program Purpose

- Urban Theory: Neighborhoods 2, Eixample+ Superilles (Compt de Urgell, Superilla)

Week 03 – Granada and Project Development

- Urban Theory: Granada, Albaicin, Centro Historico and Contemporary edge; performative surfaces; Project Thesis

Week 04 – Project Development

- Urban Theory: Writing and Outline development; competitive audit / lit review

Week 05 – Urban Design Project Development

- Urban Theory: Writing development + Presentation; performative surfaces;

Week 06 – Urban Design Project Finalization, Presentation and Final Group Project Kickoff

- Urban Theory: Writing development + Presentation

Weeks 07-10 – Data Creation, Comprehensive Class Tool

- Urban Theory: Refine and upload work

COURSE READINGS (password: Barcelona)

02 Readings, Urban Design

[Ten Lessons on Barcelona Ch 05](#), Manuel Sola-Morales

[22@10 years](#), Manuel Bailo

[Towards-a-self-sufficient-habitat](#), Vicente Guallart

. *supplemental readings, urban design*

- [A Thousand Years of Non Linear History, Manuel DeLanda](#)
- [The Nature of Economies Jacobs, J Intro](#)
- [The Nature of Economies Jacobs 7](#)
- [Los Angeles The Architecture of Four Ecologies Reyner Banham](#)

04 Readings, Phenomenology

[Phenomenon of Place Introduction](#)

[Phenomenon of Place](#) by Christian Norberg-Schulz

[Envelope, Pidgen Seven](#) by Alejandro Zaera-Polo

[The Difference is in the Detail](#) by Vitello, Willcocks

. *supplemental readings on phenomenology*

- [Towards New Horizons in Architecture by Tadao Ando](#) by Tadao Ando ...[alt reading](#)

- [Geometry of Feeling Introduction](#)
- [Geometry of Feeling](#) by Juhani Pallasma
- [Heidegger Introduction](#)
- [Heidegger's Thinking On Architecture](#) by Christian Norberg-Schulz
- . supplemental readings on Place Branding
- [Place Branding Editorial Anholt](#)
- [A country-Spain Gilmore](#)
- [Place Branding from the Bottom Up Speranza Paper](#)

05 Readings, Data and Politics

[Data in cities counterpoint](#) (politics)

[“Open City” video](#), by Morozov

Bibliography

Please see: <https://blogs.uoregon.edu/barcelona2018/readings/> [Password: Barcelona]

Accessible Education Statement

(see <https://aec.uoregon.edu/best-practices-faculty> for more information): *The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.*

Academic Misconduct Statement

(see <https://dos.uoregon.edu/academic-misconduct> for more information): *The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.*

Reporting Obligations:

I am a [designated reporter/student-directed employee (select one)]. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).”