



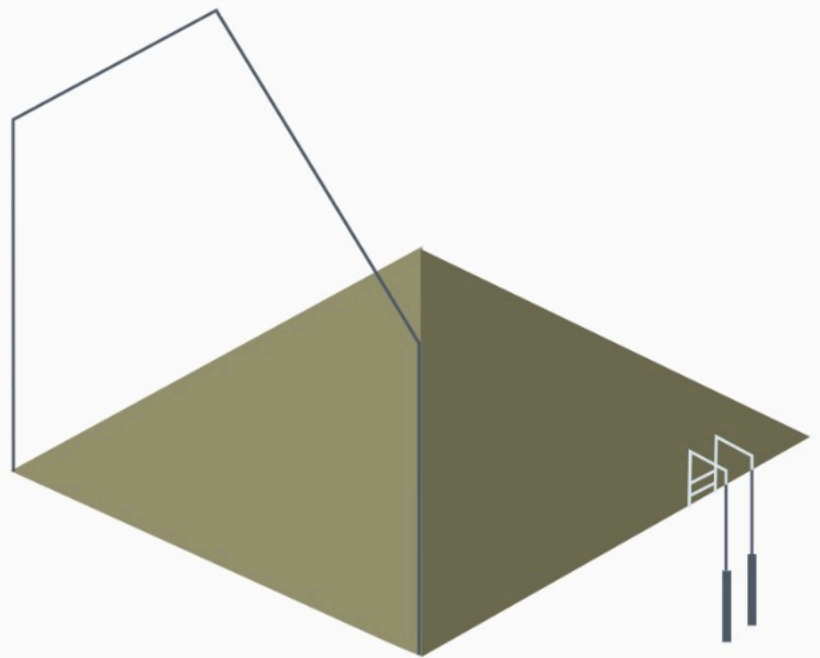
Enhancing of Heritage Awareness and
Sustainability of Built Environment in
Architectural and Urban Design Higher Education

BOOK



OF COURSES

IMAGINING PROGRAM for Sustainability of the Built Environment
and Heritage Awareness



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TITLE

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- 390 D09 - UCY - Vernacular Architecture and Contemporary Issues
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CREhAR
UNESCO Chair

USE

×

prepared by Mar Loren-Méndez; Daniel
Pinzón-Ayala; Roberto F. Alonso Jiménez

S204

design studio
book of courses

CREATIVE URBAN REUSE (CUR) OF LOCAL MODERN HERITAGE

COURSE ID CARD

| | |
|----------|------------|
| semester | 3 |
| ECTS | 9 |
| status | compulsory |

ACTIVE TEACHING CLASSES

| | |
|-----------|----|
| Lectures | 10 |
| Exercises | 5 |
| OFL | |
| SRW | |
| Other | |

COURSE TYPES

- ▶ Design Studio
 - Intensive Workshop
 - Theory Course
- ▶ Seminar
 - Laboratory work
 - Research Thesis
- ▶ Field Work
 - Internship Practical training
 - Other

FORMS OF TEACHING

- Individual work
- ▶ Group work
- ▶ Supervision
- ▶ Master class

Expected Prior Knowledge

The students should have overcome the Fundamentals course module offered in the first semester of the Master: its main contents and outcome: Contents: The complexity of the built heritage and the way of facing and dealing with it at all scales, taking into account: the notion of heritage and heritage genealogy – types and forms of heritage, values and attributes, forms and uses; heritage decay processes; understanding the relationship between heritage and sustainability; understanding vulnerability and risks related to the built heritage; aspects of heritage management. Outcome: students should know how to integrally approach the heritage and develop knowledge that enable them to perform the following methodological and practical steps on the built heritage: survey and identification of values and attributes, including pathology issues; characterization and documentation; valorization; designing strategies and actions; presentation of the built heritage; monitoring and maintenance; Students should have developed relevant skills, such as: context analysis tools; building heritage analysis tools (survey, mapping, documenting, cataloging, HBIM,...); heritage evaluation and assessment tools; Gained skills should enable students to perform relevant on-site analyses on the built heritage and to document and evaluate it properly.

Courses objectives

The course aims to offer training on everyday local heritage, specifically the Modern heritage of the built environment, in order to identify relevant values and relevance, as to establish a common ground and a critical position for its potential reuse. This Design Studio (DS) approaches the reuse within the updated concept of heritage as introduced in the first semester, as well as in the present social and cultural context, as a key factor for sustainable urban development. This DS addresses the urban regeneration of this heritage as a complete process of urban and architectural documentation research, heritage identification, assessment and design regeneration strategies. After the training on research documentary methods in the first semester, this course proposes to integrate rational and experiential/emotional aspects of knowledge, offering the students methodological innovative training. The creative approach will be in all the phases -from documentation and historical research to values assessment and design strategies. In the context of creative city, the regeneration proposals aim to work on soft temporary interventions.

Course illustration.

Photographic approach to industrial heritage. Cerco industrial Peñarroya-Pueblonuevo, Cordoba (Spain). Cristina Manuel de Céspedes García, Alejandra Santander Gago, Ana Sanz De Frutos y María Gabriela Vieira Maroun.



RELATION TO IO3 STATEMENTS

NOTIONS

- Cultural Studies
- Cultural Diversity
- Cultural and Collective memory

HERITAGE TYPES

- Modern Heritage
- Industrial Heritage
- Emergent Heritage
- Urban Heritage
- Performative and Affective Heritage
- Vernacular Heritage

DESIGN APPROACHES

- Multiscale Design Approach
- Design for All in Cultural Heritage

DESIGN ACTIONS

- Temporary Planning
- Public Advocacy and Social Participation

TOOLS

- Mapping Documenting and Cataloguing
- Creative and Artistic Approaches

≡ Course Syllabus

The Design Studio course Creative Urban Regeneration of Modern Everyday Heritage (CUR_MEh) focuses on Modern heritage: Architecture, City and Landscape of the 19th and 20th century. UNESCO points out its vulnerability due to weak legal protection and low social appreciation, considering it a field of opportunity. CUR_MEh continues and consolidates an updated concept of heritage, applying it to the most abundant type of urban heritage, which is modern heritage, working on both housing, industrial, and social infrastructures (cultural, sanitary, administrative) architectural heritage.

This design studio works on local case studies of modern architectural heritage as the framework for creative urban regeneration of the city. The students will have the opportunity of working on one specific city, choosing one case study.

The course is developed in 15 sessions, in which the students will combine studio sessions, with seminars on the different phases of the studio course:

W1_Syllabus presentation and guests conference on process and results of previous projects on local modern heritage assessment and regeneration. Organization of teams and selection of case studies.

W2-W4_Phase 1_Documentary and modern heritage assessment + Present state Onsite. Seminar 01 + studio sessions

W5_Phase 1_Critic Session.

W6-W8_Phase 2_Creative urban strategies. Seminar 02 methods + studio sessions

W9_Phase 2_Critic session. Contemporary onsite interpretation. Artistic media: photography and cartographies.

W10-W13 Phase 3_Creative urban strategies + Design Proposal. Seminar 03 + studio sessions

W14_Phase 3_Critic Session. Video proposal

W15_Final submittal

TEACHING METHODS

- Technical drawings
- ▶ Analytic drawings (diagrams)
- 3D modelling
- Physical modelling
- ▶ Case Studies
- Animation
- Simulation
- Rendering
- Specific international bibliography

TEACHING FORMATS

- ▶ Design Project
- ▶ Presentation
- Technical report
- Research paper
- ▶ Essay
- Written Exam
- Oral Exam
- Other

▶ **Demonstration of the syllabus coherence with the course objectives**

On the one hand, it insists on the relevance of preserving this type of more modest heritage, in contrast with the most monumental and assumed one, working on protecting cultural diversity. On the other, the student will face heritage multiscalarity: they will work on architectural modern heritage reuse as a strategy for urban regeneration. Although the course will focus on architectural and urban scale, the territorial dimension will also be necessarily introduced.

▼ **Demonstration of the teaching methodologies coherence with the course objectives**

The core method is based on the problem-based learning, based on local case studies. The pedagogy integrates studio sessions (preparation in dialogue student-professor) and expository-participatory activities. Specifically, all the teams work on an architectural, urban heritage case study of a local city. The syllabus will propose a specific city, such as Seville, and its concrete local case studies on Modern heritage, such as industrial or/and housing heritage. Alternatively, the students can propose a case study in its own local city dealing with the same use/program proposed in the syllabus, which has to be accepted. Each student team develops a documentary research and heritage characterization, which leads to the design of creative strategies for the regeneration of the city.

Regarding the heritage characterization and creative strategies, the students are provided with specific bibliography on creativity and creative cities, as well as a bibliography on each heritage case study.

Transversal methodological approach_A) From the teaching to learning perspective: the course is rooted in the central role of the student, proposing a classroom strategy driven by intensive participation and based on a symmetrical dialogue student/teacher; B) Critical and autonomous development of the student; C) Integrity of heritage process: documentation and historical research, to values assessment and sustainable regeneration strategies.

METHODOLOGY

ASSESSMENT METHODS

- Technical drawings
- ▶ Analytic drawings (diagrams)
- 3D modelling
- Physical modelling
- ▶ Case Studies
- Animation
- Simulation
- Rendering
- Other

ASSESSMENT FORMATS

- ▶ Design Project
- ▶ Presentation
- Technical report
- Research paper
- ▶ Essay
- Written Exam
- Oral Exam
- Other

▼ COURSE STRUCTURE

- | | |
|----|--|
| 1 | Introduction lecture - Presentation and Guests conference on process. Organization of teams and selection of case studies |
| 2 | Phase 1 - Documentary and modern heritage assessment. Studio Session |
| 3 | Phase 1 - Documentary and modern heritage assessment + Present state Onsite. Seminar 01 |
| 4 | Phase 1 - Present state Onsite (Walk, Interviews, Photography) |
| 5 | Phase 1 - Critic Session (Key frameworks and concepts) |
| 6 | Phase 2 - Creative urban strategies. Seminar 02 (methods) |
| 7 | Phase 2 - Creative urban strategies. Studio Session |
| 8 | Phase 2 - Creative urban strategies. Studio Session |
| 9 | Phase 2 - Critic session - Contemporary onsite interpretation (Artistic media: photography and cartographies) |
| 10 | Phase 3 - Creative urban strategies and Design Proposal. Seminar 03 |
| 11 | Phase 3 - Creative urban strategies and Design Proposal. Studio sessions (Key design strategies) |
| 12 | Phase 3 - Creative urban strategies and Design Proposal. Studio sessions |
| 13 | Phase 3 - Creative urban strategies and Design Proposal. Studio sessions |
| 14 | Phase 3 - Critic Session (Video Proposal) |
| 15 | Phase 3 - Final Submittal |

LITERATURE

| | |
|------|------|
| GC1 | 1.1 |
| | 1.2 |
| GC2 | 1.3 |
| | 2.1 |
| | 2.2 |
| GC3 | 2.3 |
| | 3.1 |
| | 3.2 |
| GC4 | 3.3 |
| | 4.1 |
| | 4.2 |
| GC5 | 4.3 |
| | 5.1 |
| | 5.2 |
| GC6 | 5.3 |
| | 6.1 |
| | 6.2 |
| GC7 | 6.3 |
| | 7.1 |
| | 7.2 |
| GC8 | 7.3 |
| | 8.1 |
| | 8.2 |
| GC9 | 8.3 |
| | 9.1 |
| | 9.2 |
| GC10 | 9.3 |
| | 10.1 |
| | 10.2 |
| GC11 | 10.3 |
| | 11.1 |
| | 11.2 |
| | 11.3 |

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