

## **Complex Context diversified solutions**



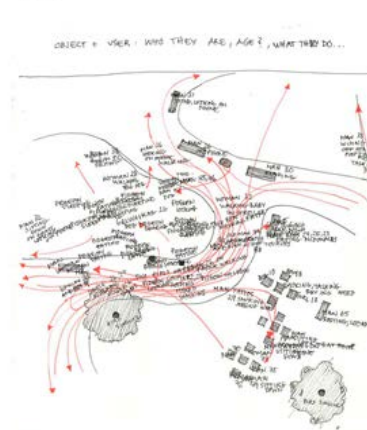
LISBOA



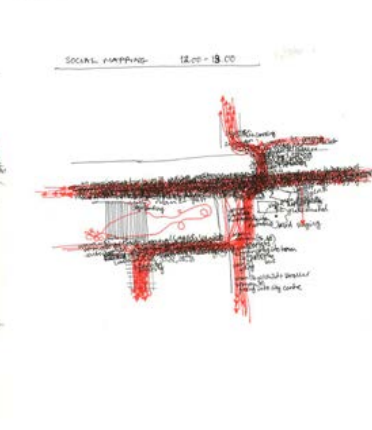
BERGEN



LISBOA



BERGEN



**COURSE NAME**  
Complex Context, Diversified Solutions.

**subtitle**  
The NEW WAYS

**Semester: Autumn 2021**

**Teacher(s) in charge:**  
André Fontes professor APP  
Tom Chamberlain professor DAV

Camila Ryhl professor DAV  
Magnus Wåge professor APP  
Hedvig Skjerdingsstad professor APP  
Hector Barrios professor APP





## Course Content:

Urban settlements are organisms in constant transformation. They must be understood through urgent factors such as migration, labour, social exclusion, mobility and sustainability. Public space, the commons and the social life of the city is ever more critical and under ever more pressure.

‘The crumbling of the monuments that were built to signify the immortality of civilization becomes proof, rather, of its transiency’ Susan Buck Morss, Walter Benjamin and the Arcades Project

Developments in mobility and transport have transformed the urban system, creating new territory dynamics. Despite the increasing democratization of mobility, this has often resulted in spatial and social segregation and inaccessibility. The neglect and decay found in the wake of the ‘storm of progress’ is one of today’s great urban challenges. In concentrating our course around a network of disused / underused railway stations, historically the very gateways to the hearts of cities and the lifelines of towns, we will look to ways of increasing urban life and interconnectivity, within and across a broad urban context.

The complex context studio intends to develop project tools that help the student to understand the relationship between a building and the urban context. Through a highly structured working process, with contributions across several disciplines, we will work towards a building / intervention in Alentejo, Portugal, with an urban understanding. A profound and careful understanding of place, its actors and everyday life, becomes our point of departure for the development of architectonic ideas and the search for clear tectonic and spatial strategies for situated, contextual and important projects.



Aires Mateus



Siza Vieira



Aires Mateus



Siza Vieira



Siza Vieira

The studio will be integrated in the NEW WAYS initiative in Portugal.

One hundred historic railway stations that have been closed down in recent decades are in need of rehabilitation and new life to stimulate social and economic dynamics in a significant part of the territory.

The NEW WAYS initiative, funded by EEA Grants and promoted by Serra Henriques Foundation brings together Portuguese and Norwegian faculties of architecture to study new uses, sustainable and strategic proposals for this vast cultural heritage, in many cases scattered and isolated.

### Study Trip

The study trip takes place in early September to Lisbon and Alentejo, Portugal.

The study trip has two objectives:

1 – Workshop participation with ISCTE in project site;

2 – “Prepare the eyes to see”, A series of exercises and workshops carried out in a different context in order to analyse, understand and act, acquiring methodologies to be employed back in the studio.

## Expected Deliveries

1 – A range of process and presentation material such as models, 1;1 explorations, sketches, schemes, diagrams, drawings in various types of media. Written material situating your investigations within a social anthropological context

2 – ‘Booklet’ for each group work that synthesizes various types of process material, the opportunity, the methodology and the relevance of the project in the local and urban context.

3 – Exhibition and open verbal presentations of the work using a selection of the process material and using different types of media.

4 – A series of presentations and pinups according to the work phasing and different workshops.

## Objective

The master course Complex Context aims to provide an experience and understanding of the challenge of intervention in context, and ways in which to approach it, with an emphasis on process. This year we have a particular focus on generating urban life, with special attention on social and spatial re-development based on sustainable mobility.







Musee D'Orsay, Paris



Atocha Station, Madrid

## Learning Outcomes

### Skills

Developing analytical methods of research; mapping, registrations, 1;1, participatory practices, and setting these in dialogue with design. Developing design processes, artistic representation, schematic drawings, diagrams, models, through to tectonic representation. Managing overlapping and interdependent processes from research through to final design.

### Knowledge

Understanding of the complex relationships around intervening in a context; between building, site, and community. Special attention on social aspect and sustainable urban development.

### Competencies

Multi scale thinking, connecting the very local / intimate to the broader urban context and discussion. Critical readings of texts and introduction to social sciences. Development of critical attentiveness to our surroundings, critical engagement with the urban context, and ways in which to address it.

## Learning Outcomes

### A – Analysis

Be prepared to understand, describe and analyse the local and urban context with attention to:

- 1 – Physical urban context that should integrate the urban system, infrastructures, the landscape, urban spaces, urban uses, buildings and the relationship between buildings and public space.
- 2 – Urban life with special focus on social characteristics, demographic dynamics and living conditions.
- 3 – Social segregation, urban, gender and ethnic segregation.
- 4 – Local actors from different areas and with different concerns.

### B – Design and Methodology

Be prepared to develop a project proposal with attention to:

- 1 – The context where the project is situated, as a way to develop a project with urban understanding.
- 2 – Integration of the different tools, methods, techniques, as an exploratory way for the project development process. Reciprocity and Integration of research and design phases.
- 3 – Emphasis on models and drawings as an exploratory way for the process project development. Drawing / modelling as thinking, as well as communicating.
- 4 – Integration of DAV and 1/1 as a means of understanding context, reflecting, revealing, discovering, challenging, and speculating on ways of acting.



Hamburger Bahnhof



## Learning Outcomes

### C – Presentation

Be equipped to effectively communicate the project idea in different platforms and media:

- 1 – In an oral presentation
- 2 – Using the developed material during the master course at the exhibition

### D – Critical view of the intervention

Be prepared for reflection, participation and critical intervention in a specific context:

- 1 – Taking into account the opportunity of the project in the context, in the community, in everyday life.
- 2 - Taking into account the participation in the dynamics of the group project and the discursive nature of the studio as a whole.



Bristol - Bath cyclepath, *Sustrans*



Platform 9 3/4



## Bibliography

Awan ,Nishat; Schneider, Tatjana; Till, Jeremy(2013). Spatial Agency : other ways of doing architecture. Routeledge.

BANISTER, D, (2005), Unsustainable Transport: City Transport in the new century, Taylor & Francis.

BEIM, M, HAAG M, (2011), Public Trasport as a key factor of Urban sustanaibility. A case study of Freiburg , [https://klimat-badaniafizj.home.amu.edu.pl/wp-content/uploads/2013/12/Beim\\_Haag.pdf](https://klimat-badaniafizj.home.amu.edu.pl/wp-content/uploads/2013/12/Beim_Haag.pdf) , acessada em 19 de Outubro de 2016

BENJAMIN, WALTER (1974) One Way Street and Other Writings, Penguin Classics

BÖHM, S, JONES, C, LAND, C, PATERSON, M (2006), Against automobility , Cambrigde: Blackwell Publishing.

BURDETT, R, SUDJIC, D, (eds.) (2007), The Endless City , London: Phaedon.

CARUSO, Adam (2008)- The Feeling of Things. Barcelona: Ediciones Poligrafa.

CORBOZ, André (2001) - Le Territoire comme palimpseste et autres essais. Paris: Les Editions de L'Imprimeur, 2001.

Cupers, Kenny; Miessen, Markus(2018). Spaces of Uncertainty. Berlin Revisited. Birkhauser.

Crysler, C. Greig; Cairns, Stephen; Heynen, Hilde (eds.)(2012) - The Sage Handbook of Architectural Theory, Thousand Oaks: Sage.

DENNIS, K, URRY, J, (2009), After the Car, Cambridge : Polity Press.

De Certeau, Michel (1984) The Practice of Everyday Life, University of California Press

De la Pena, David; Allen, Diane Jones; Hester, Rodolph (2017). Design as Democracy. Techniques for Collective Creativity. Island Pess.

Deplazes, Andrea(2005) - Constructing Architecture: Materials, Processes, Structures. Basel: Birkhäuser Verlag.

## Bibliography

FARR, D (ed.) (2012), Sustainable urbanism: Urban design with nature, John Willey & Sons.

Forty, Adrian (2000) - Words and Buildings: A Vocabulary of Modern Architecture, London: Thames & Hudson.

Krasny, Elke (ed.)(2008) - The Force Is the Mind: The Making of Architecture (catálogo de exposição). Basel/Boston/Berlin: Birkhäuser.

Gehl, Jan, Lars Gemzoe, Sia Kirknaes and Britt Sternhaagen Sondergaard (2006). New city Life. Copenhagen, The Danish Architecture Press/ Arkitektens Forlag.

Gehl, Jan (2010). Cities For People. Rejkavik, Island Press.

Gehl, Jan (2011). Life Between Buildings: Using Public Space. Rejkavik, Island Press.

Hanndi,Nabeel (2010). The Place Maker`s Guide to Buiding Community. London,CPI Antony Rowe.

Hertzfeld, Michael (2016). Cultural Intimacy. Social Poetics and the Real Live of States, Societies, and Institutions. Routledge.

NAEGELI, L, WEIDMANN, U & NASH, A (2012), "Checklist for successfull application of Tram-trains systems in Europe, In: Transportation Research Record, Vol. 2275, pp. 39-48.

CONLES, E, NOVALES, M, ORRO, A, ANTA, J.(2014) "BHLS in Nantes: characteristics and results of the busway in relation to LRT" In: Transportation research record – Journal of the transportation research board, 2418, pp. 63-81.

Paricio, Ignacio(1999) - Vocabulario de arquitectura y construcción, ed. Bisagra.

Rendell, Jane, et al. (eds.)(2008) - Critical Architecture. Oxon: Routledge, 2ª ed.

Solà-Morales, Ignasi (2003) – Diferencias. Topografia de la arquitectura contemporânea. Barcelona: Editorial Gustavo Gili, 2003.

Zumthor, Peter(2004) - Pensar la arquitectura. Barcelona: GG, 2004.

## **Specific conditions**

A master course is considered a formal exam at BAS. The only grading is Pass /Fail.

An external examiner will be present during the final review, and participate on the final grading of the student in collaboration with the teacher(s) in charge on the course.

If a student lacks the minimum level and attendance in order to be evaluated for the exam, the student shall receive written notice of this as soon as possible, and at the latest 2 weeks before the final review. Then this student will have failed the course. As a master course is based on the effort and work during a whole semester, this will be the basis for the approval for the exam.

Written notice/warning can be given throughout the semester if a candidate does not have the required progress or attendance. Then it is the student's responsibility to put in the extra effort and resources.

Even though a student does not receive a warning/notice from the teachers, the final result will be depending on an evaluation also by an external assessor, and the result can therefore not be guaranteed.

If a student has special needs and will need facilitation during the master course, the student must contact BAS before the course starts and inform the school about this. It is required to have documentation of a diagnosis in order to have facilitation. If you have had a process with this earlier in your study, you nevertheless have to contact adm. to inform and agree upon the specific needs for facilitation for the upcoming semester.

## **The final assessment**

will be made by the teacher(s) in charge of the course plus an external examiner during the final review, and will be based on:

1. The individual submission for the different stages of the project.
2. The level of participation and contribution to the collective/group work.
3. The assessment of the work/project as presented at the final review.

After the final review one will receive either a pass or fail. If there are minor weaknesses that could improve the project in order to pass, a candidate may be given supplementary work that is to be completed within 2 weeks after the final review. The supplementary work will be evaluated to either a pass or a fail by the teacher(s) in charge. If the weaknesses are not possible to overcome by doing supplementary work, the grade will be fail. This decision of giving supplementary work is solely up to the teacher and the external examiner.

Specific requirements for design and build courses:

For design and build courses it is very important that the student participates on the collective work, as well reflect on one's own effort and learning outcome.



The final decision as to the performance of each student will be taken by the external examiner (sensor) on the basis of

- a) both group performance,
- b) the report on individual participation done by the teachers,
- c) and a portfolio made by the student showing the extent of individual and collective contributions to the studio.

## **Portfolio**

a student is expected to make a portfolio of all 3 master courses before diploma. This is to be submitted at the beginning of the diploma semester.