Remarque
Inscription faite par la section

Summary
Students will be required to conceive a building system applicable to a network of medical clinics in Sub-Saharan countries. The studio will be questioning the role of architecture and construction within an environmentally sensitive and production-constrained setting.

Content
A region affected by chronic poverty and political instability, West Africa is also exposed to climate change and its social and environmental consequences. The studio will thus be used as an opportunity to reflect on:
1. architects’ ability to provide typological and technological responses to extreme situations at social, environmental and economic level;
2. the possibility to envision healthcare facilities in the region that are both feasible and in line with the overwhelming needs of the local populations;
3. the validity of vernacular traditions vis-à-vis developments in materials science and engineering simulation capabilities.

The mission of the studio is aligned with EPFL’s resolve to contribute to the United Nations Sustainable Development Goals and, in particular, Goal 3 - Ensuring healthy lives and promoting wellbeing.

Learning Outcomes
By the end of the course, the student must be able to:
• Develop an approach to design and construction that is based on the maximization of industrial and natural assets.
• Explore limitations and opportunities in the way construction is carried out socially.
• Plan spatial facilities within explicit constraints by defining appropriate design strategies based on functional needs and available resources.
• Formulate technological solutions at architectural level.
• Elaborate an approach to design and construction that is based on the maximization of industrial and natural assets.

Transversal skills
• Use a work methodology appropriate to the task.
• Plan and carry out activities in a way which makes optimal use of available time and other resources.
• Set objectives and design an action plan to reach those objectives.
• Access and evaluate appropriate sources of information.
• Demonstrate the capacity for critical thinking
• Communicate effectively, being understood, including across different languages and cultures.
• Evaluate one's own performance in the team, receive and respond appropriately to feedback.
• Manage priorities.

Teaching methods
Students will first produce a multi-dimensional analysis of the context of intervention by groups. The analysis will be organised along three main axes: 1) functional needs; 2) technological systems; 3) built references. The work will provide the documentary base for the design. This is aimed at articulating the potential of the program while teasing out its structural constraints. Students will then be placed in smaller teams to develop the building proposal at the centre of the studio. Within each team clear individual responsibilities and contributions will be defined. The progression of the work will be facilitated by a parallel series of lectures dealing with: a) the socio-environmental issues defining the area; b) the adoption of a repertoire of technical solutions; and c) the potential of architecture to respond reflectively to given frameworks. Through the entire process, specific tasks will be assigned to assess the progression of the work. Ex-cathedra communications provide a complement to specific workshops and table work and crits. Intermediate and final reviews will involve guest critics.

Assessment methods
Specific tasks: 20%
Mid-term review: 30%
Final review: 50%

Resources
Bibliography
Documentation of site, industrial context, social conditions and architectural references will be provided by FAR.