

AR-401(b)

Studio MA1 (Gugger)

Gugger Harry

Cursus	Sem.	Type
Architecture	MA1, MA3	Obl.
Mob. AR	H	Opt.

Language of teaching	English
Credits	13
Withdrawal	Unauthorized
Session	Winter
Semester	Fall
Exam	During the semester
Workload	390h
Weeks	14
Hours	6 weekly
Courses	2 weekly
Project	4 weekly
Number of positions	35

It is not allowed to withdraw from this subject after the registration deadline.

Remark

Yearly studio. Inscription period in September 2017 only.

Summary

laba's focal theme is Urban Nature. Due to the scale and character of today's territorial expansion, the definition of the urban becomes more diffuse and complex. laba's didactic method takes students through design scales ranging from the territorial to the architectural in a year long course.

Content

The word 'environment' comes from the French *environer*, meaning 'to surround, enclose, encircle'. The word object comes from the Latin *objectum*, meaning 'thing lying before, opposite' (the mind or sight), from *obicere*, 'to present, oppose'. The environment envelops the spectator; it is infinite but its perceptual limit is the horizon. It is real but immaterial, ethereal. It is the *milieu*, the 'mid-place', the medium in-between. The object, on the other hand, is finite. It confronts the environment by creating a limit, a form. It is objective, meaning it has intentions, it occupies a position. In its delineation, it encloses an inside and excludes an outside. In doing so, it creates a subject, a point of view and a sense of belonging in familiarity set against the strange otherness of the outside.

To think of architecture as an environmental object means to question this very opposition by analyzing some of the inherent dichotomies of separation here at play — figure and ground, inside and outside, autonomy and analogy. By refusing them, we hope to replace separation with confrontation, and segregation with coexistence. If ecology is the 'study of the house' (from the Greek *oikos*, 'house' and *-logia*, 'study of'), it must also be the practice of thinking the threshold of the house — who do we live with, who do we extend our hospitality to?

The house is the place where we attempt to divide the familiar from the unfamiliar, the domesticated space from the otherness of the environment, and where everyday affairs are ritualized into a spatial organization, a form of life. Its sense of permanence (residence, from *residere*, 'to remain') makes the confrontation between architecture and place all the more evident. It raises questions of limits, naturalizes social reproduction, and frames our point of departure towards the outside, our worldview.

The choice of Portugal as case study derives from its rich architectural history and from its peripheral position, from which a distanced critique of Western modernism and industrial capitalism is easier to ascertain. We find traces of these ideas in the architecture of the so-called 'School of Porto', but also in older historical examples where a tradition of asceticism and Franciscan aesthetics already foregrounds a sense of 'environmentality' over iconic form and spectacle.

Keywords

Portugal, architecture, landscape, contextualism, climate change, territory, cartography

Learning Prerequisites

Required courses

UE U: Cartography (Maçães Costa)
Architecture et construction de la ville I (Gilot).

Recommended courses

UE J: Territoire et Paysage (Cogato Lanza, Pattaroni, Barcelloni Corte, Cavallieri)
UE K: Architecture et durabilité: études de performance (Andersen, Rey, Kämpfen, Bolomey)
UE N : Art and architecture: constructing the view II (Schaerer)
Architecture et construction de la ville II (Gilot)
Economie spatiale et régionale (Dessemontet)
Urbanisme et territoires (Ruzicka)
Images de la nature (Mauron Layaz, Ourednik).

Learning Outcomes

By the end of the course, the student must be able to:

- Conduct cooperative case studies to better understand urban conditions
- Design architecture and urbanism in an interdisciplinary manner
- Propose a strategic development plan for a larger territory.

Transversal skills

- Identify the different roles that are involved in well-functioning teams and assume different roles, including leadership roles.
- Use a work methodology appropriate to the task.
- Access and evaluate appropriate sources of information.
- Collect data.

Teaching methods

Group work of five students. Students first take the role of specialists in a territorial system -- namely landscape, industry, infrastructure, settlement. They later go on to switch teams and produce a complex regional reading. Lectures by external lecturers who are experts in the subjects. Intermediate and final reviews with guest critics.

Assessment methods

Each review (both intermediate and final) will be assessed by the lab staff, on most occasions with the participation of an appointed guest jury.

Supervision

Office hours	Yes
Assistants	Yes
Forum	No

Resources**Bibliography**

See course booklet.

Notes/Handbook

Each student will receive a course booklet. You find more detailed information on our teaching methodology and what we expect from our students by visiting our website < laba.epfl.ch >

Websites

- <http://laba.epfl.ch>
- <http://fa.up.pt/>

Prerequisite for

Projet de Master