

AR-401(b)

**Studio MA1 (Gugger)**

Gugger Harry

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

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

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

**Remark**

Inscription faite par la section

**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**

In the turn towards the 20th century the growing industrialization of the Western world set the stage for neocolonial and imperial expansionist agendas based on the White man's burden and his civilizing mission. The infamous scramble for Africa disrupted an entire continent introducing new cultural, economic, political and educational systems, with enduring repercussions.

These thrusts propelled nationalist feelings and geographical conflicts over previously inexistent borders, with Morocco - standing at a geographical crossroads between Sub-Saharan Africa, the Maghrebi Arab-Muslim world and Mediterranean Europe - struggling to withstand the deriving cultural clashes.

Post-independence Arabization tried to tackle issues of identity, but the clear Westernization of its cities and the new guise of economic imperialism - with the old colonial powers still dominating the trade balance - showcase an ongoing and unresolved conflict between past and present.

Morocco's recent development poses an additional threat: across the Arab world, the richest countries are the ones where traditional knowledge and urban heritage have been more quickly forgotten or entirely destroyed, fueled by an elite who still relies on western references as an alleged indicator of higher culture and education.

The choice of Fez as a case study stems from its peripheral condition which explains its resistance to the liberal democratic transformations witnessed in other major cities. Fez's medina – the vastest contiguous pedestrian area in the world – has managed to keep its physical conformation and original craft-based functions, continuing to be a productive habitat and the commercial center of the city. This is a showcase for how a self-built environment can still be used as a way to cope with modern life.

The growth of the city and its new clusters furthermore allow us to investigate the difference between market derived urban poverty and rural poverty, demarcating the perennial validity of spatial values and vernacular construction techniques based on intuition (of which the courtyard house is the most prominent example).

Fez's case will be used to tackle the themes of ecology, semi-rural settlements, the privatization of land use, forms of production and the importance of typology as a way to create stable means of human association and community.

Alongside a growing stream of large-scale international investment and the enticement of tourism, we are looking for tiny cues, nagging doubts and signs of the fusion between form and life, raising questions about identity, authenticity, tradition, the globalization of culture and the use of local resources.

## Keywords

Morocco, architecture, industrious habitat landscape, contextualism, urban segregation, climate change, territory, cartography

## Learning Prerequisites

### Required courses

UE U: Cartography (Mações 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

- 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](http://laba.epfl.ch) >

### **Websites**

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

### **Prerequisite for**

Projet de Master