

AR-301(am)

**Studio BA5 (Everaert and Lateur)**

Everaert Stefanie Kathy, Lateur Caroline Josephine H.

Cursus	Sem.	Type
Architecture	BA5	Obl.
HES - AR	H	Obl.
Mob. AR	H	Opt.

Language of teaching	English
Credits	12
Withdrawal	Unauthorized
Session	Winter
Semester	Fall
Exam	During the semester
Workload	360h
Weeks	14
<b>Hours</b>	<b>6 weekly</b>
Lecture	2 weekly
Project	4 weekly

**Number of positions**

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

**Remark**

Inscription faite par la section

**Summary**

'While we're young' studies the possibilities within the city to create places exclusively for youth. We will shift from traditional ways of designing the public space to a new paradigm, starting from the world of young citizens, in order to open the debate around a currently underexposed topic.

**Content**

In this studio students will initiate a design research in which they question the public space of Ghent as it presents itself today.

The focus will be on the interaction and relationship of the human being with the site. We seek to understand the implications of the built public space on the use of the space, and more specifically how this built environment affects the daily activities of young adults.

Young people, autonomous and independent enough to claim their place in public space, are all too often criticized; they are considered annoying, noisy or even marginal. To participate in certain activities or to access certain facilities, they are either too young or too old. Prejudice or lack of interest mean that a large group of young adults have little or no space (or place) in the city. They are simply not heard, ignored or excluded.

*While we're young* allows students - young people but also future architects and designers - to delve into this topic and search for opportunities within the problem statement. They will explore and analyze the given sites in such a way as to gain new insights into what these places could be; the moment they are approached from the needs, desires and dreams of young people. Based on the belief that an exclusive approach can result in an inclusive and sustainable narrative. Most of this research and analyses will be done while drawing. Ideas are tested in design sketches.

The focus of the design process is on the use of the space. We investigate in what ways public spaces can be more inviting. How we architects intervene in structures that are already built and how these interventions activate certain behaviors. How they translate a dreamed situation, in which young people stand central.

**Learning Prerequisites****Important concepts to start the course**

teamwork  
hand drawing  
context study

imagination  
expression  
communication

## Learning Outcomes

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

- Negotiate
- Structure
- Compose
- Create
- Explore

## Teaching methods

1 Introduction / 1 Study trip / 6 Table talks / 5 Moments or Reviews / 1 Midterm Review (One of the 5 Moments) / 1 Final Review (Last of the 5 Moments)

## Assessment methods

The work of the student will be evaluated based on the following criteria:  
(DESIGN)

- The quality of both the design and its graphic representation in the 5 moments.
- The extent to which the student knows how to formulate a clear concept and create a relevant narrative.
- The extent to which the student can bring a design in which the research of location, issue and typology come together.
- The extent to which the student knows how to translate the needs, desires and aspirations of young citizens into a spatial design that appeals strongly to the imagination.

The evaluation process will also take into account:

- The extent to which the student can adopt an inquisitive, curious and critical attitude. (RESEARCH).
- The extent to which the student has built their design skills.(EVOLUTION)
- The extent to which the student knows how to express themselves both verbally and non-verbally. (PRESENTATION)
- The extent to which the student knows how to implement feedback and information into the work. (REFLECTION)

## Supervision

Assistants                      Yes

## Resources

### Bibliography

#### ALL OPTIONAL

#### BOOKS

Ugo La Pietra, Il verde risolve! Dal giardino delle delizie al nostro verde quotidiano 1980-2014, *Green works it out! From the garden of delights to our daily greenery 1980-2014*, Corrine Edizioni, 2015

Ugo La Pietra, Interno/Esterno, Abitare Ã essere ovunque a casa propria 1977-2013, *Inside/Outside Living is being at home everywhere 1977-2013*, Corrine Edizioni, 2014

Ugo La Pietra, Attrezzature urbane per la collettivitÃ, Cinquantasette disegni di riconversione progettuale 1977-1979, *Urban furniture for society, Renconversion Project - fifty-seven designs 1977-1979*, Corrine Edizioni

Gabriela Burkhalter, *The Playground Project*, jrp/ringier, 2018

Laurie Cluitmans, *On the necessity of gardening, an ABC of art, botany and cultivation*, Valiz, Centraal Museum, 2021

Kate Bishop & Linda Corkery, *Designing cities with children and young people: beyond playgrounds and skate parks*, New York, NY:Routledge, 2017

Leslie Kern, *The feminist City, Claiming Space in a Man-made city*, Verso, 2020

À

#### ARTICLES

Lisa M. Weston (2010) *Building Cities for Young People: Why We Should Design Cities with Preteens and Young Teens in Mind*, *Journal of Urban Design*, 15:3, 325-334

<https://doi.org/10.1080/13574809.2010.487809>

Francine Saillant & Sarah Bourdages Duclot (2022) *Cities Next Door: A Social Research Experiment About Young People and Center-Periphery Cohabitation in Four Major Cities*, *Journal of Intercultural Studies*, 43:2, 246-266

<https://doi.org/10.1080/07256868.2022.2046555>

Tine B neker , Rickie Sanders , Sirpa Tani & Liz Taylor (2010) *Picturing the city: young people's representations of urban environments*, *Children's Geographies*, 8:2, 123-140,

<https://doi.org/10.1080/14733281003691384>

Simeon Shtebunaev, Silvia Gullino, and Peter J. Larkham, *Planning the Smart City With Young People: Teenagers' Perceptions, Values and Visions of Smartness*, *Urban Planning* (ISSN: 2183-7635) 2023, Volume 8, Issue 2, Pages 57-69

<https://doi.org/10.17645/up.v8i2.6411>

Jo Birch, Clare Rishbeth, Sarah R. Payne, *Nature doesn't judge you - how urban nature supports young people's mental health and wellbeing in a diverse UK city*, *Health & Place* 62 (2020) 102296

Anna Juliane Heinrich & Angela Million (2016) *Young People as City*

*Builders*, *disP - The Planning Review*, 52:1, 56-71,

<https://doi.org/10.1080/02513625.2016.1171049>

À

À

#### Ressources en bibliothèque

- [Il verde risolve / La Pietra](#)
- [Interno/Esterno - Inside/Outside / La Pietra](#)
- [Attrezzature urbane per la collettività / La Pietra](#)
- [The Playground Project / Burkhalter \(2018\)](#)
- [The Playground Project / Burkhalter \(2023\)](#)
- [On the necessity of gardening / Cluitmans](#)
- [Designing cities with children and young people / Bishop & Corkery](#)
- [The feminist City / Kern](#)

#### Videos

- <http://Exclusive - Inclusive; 7 youngsters talk about space> <https://youtu.be/XWoQG-ILCcl>