

AR-402(am)

**Studio MA2 (Everaert and Lateur)**

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Cursus	Sem.	Type
Architecture	MA2, MA4	Obl.
Mob. AR	E	Opt.

Language of teaching	English
Credits	12
Withdrawal	Unauthorized
Session	Summer
Semester	Spring
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**

'Preparing for the apocalypse' takes you to Puglia, where people are confronted with millions of century-old olive trees dying. In dialogue with local communities, we will explore whether architecture can help create a new future for a country that is seeing its most important heritage disappear.

**Content**

A design research project in which student teams explore whether and how (interior) architecture can make a positive contribution in the search for a new and sustainable future for residents of Puglia whose olive trees, once the foundation of their family, business, landscape and cultural heritage, fell victim to the Xylella Fastidiosa bacteria.

The focus will be on the interaction and relationship of the human being with the site. We seek to understand the implications of the disappearance of a natural habitat and more specifically how this affects the daily activities of inhabitants of the area.

This is not necessarily about 'building' pure and simple, but rather on how the unique perspective and creative thinking of the future architect can help initiate long-term change by proposing short-term targeted action.

'Preparing for the Apocalypse' starts with a letter from the government stating that 13 weeks after receiving the letter, all olive trees on the recipient's property will be uprooted because they are located in the 5km buffer zone that runs from coast to coast across the heel of the Italian boot.

For each felled tree, the owner will receive compensation of 1,000 euros as indemnity and as start-up capital to help establish a new tomorrow.

This assignment allows students - young future architects and designers - to delve into this topic and search for opportunities within the problem statement. They will choose, explore and analyze their sites, situated in the 5km bufferzone, in such a way as to gain new insights into what these places were in the past and could be in the near as well as the distant future, based on the belief that a specific approach can result in a sustainable narrative. Most of this research and analyses will be done while observing and drawing.

The focus of the design process is on the use and the quality of the space, exploring a personal, expressive language, the dialogue with the environment and building stronger communities.

**Learning Outcomes**

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

- Negotiate
- Structure
- Assemble
- Create
- Explore
- Make
- Visualize

### Transversal skills

- Set objectives and design an action plan to reach those objectives.
- Give feedback (critique) in an appropriate fashion.
- Take responsibility for environmental impacts of her/ his actions and decisions.
- Evaluate one's own performance in the team, receive and respond appropriately to feedback.
- Continue to work through difficulties or initial failure to find optimal solutions.
- Demonstrate a capacity for creativity.
- Demonstrate the capacity for critical thinking
- Access and evaluate appropriate sources of information.

### Teaching methods

introduction/workshop/study trip/intermediate reviews/table talks/final review

### 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.
- 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, history, fascination and community come together.
- The extent to which the student knows how to translate the needs, desires and aspirations of inhabitants into a spatial strategy 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

#### BOOKS

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

Ugo La Pietra, Interno/Esterno, Abitare A#s# essere ovunque a casa propria 1977-2013,Â Inside/Outside Living is being at home everywhere 1977-2013,Â Corrine Edizioni, 2014  
Ugo La Pietra, Attrezzature urbane per la collettivitA# , Cinquantasette disegni di riconversione progettuale 1977-1979, Urban furniture for society, Renconversion Project - fifty-seven designs 1977-1979,Â Corrine Edizioni

### Ressources en bibliothèque

- [Interno/Esterno - Inside/Outside / La Pietra](#)
- [Il verde risolve! / La Pietra](#)
- [Attrezzature urbane per la collettivà / La Pietra](#)