Teaching Guide

Identifying Data				2017/18
Subject (*)	Basic Habitat		Code	630G02062
Study programme	Grao en Estudos de Arquitectura			

Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Fifth	Optativa	6
Language	SpanishGalicianEnglishPortuguese			
Teaching method	Face-to-face			
Prerequisites				
Department	Construcións e Estruturas Arquitectónicas, Civís e AeronáuticasExpresión Gráfica ArquitectónicaProxectos Arquitectónicos, Urbanismo e Composición			
Coordinador	Lizancos Mora, Plácido		E-mail	placido.lizancos@udc.es
Lecturers	Rodriguez Alvarez, Jorge		E-mail	jorge.ralvarez@udc.es
Web	www.udc.gal/dhabitat			
General description				

Study programme competences	
Code	Study programme competences
A16	"Ability to conceive, calculate, design, integrate in buildings and urban units and execute supply systems, water treatment and sewage, heating and air conditioning (T) "
A20	Ability to assess the construction works
A25	Adequate knowledge of conventional construction systems and pathology
A26	Adequate knowledge of the physical and chemical characteristics, production procedures, pathology and use of building materials
A28	Knowledge of the deontological code, professional association and structure and civil liability
A29	Knowledge of administrative, management and professional procedures
A34	Ability to design, implement and develop sketches and drafts, concept designs, developed designs and technical designs (T)
A40	Ability to practise architectural criticism
A46	Ability to apply standards and urban regulations
A49	Adequate knowledge of the general history of architecture
A50	Adequate knowledge of the methods of studying the processes of symbolization, practical functions and ergonomics
A51	Adequate knowledge of the methods of studying the social requirements, living conditions, habitability and basic housing programmes
A53	Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundationsxicos.
A55	Adequate knowledge of the relationship between cultural patterns and social responsibilities of the architect
A56	Adequate knowledge of the foundations of vernacular architecture
A57	Adequate knowledge of urban sociology, theory, economics and history
A59	Knowledge of the mechanisms of development and management of urban planning at all scales
A64	Coñecemento avanzado de aspectos específicos da materia de Expresión Gráfica Arquitectónica no contemplados expresamente na Orde EDU/2075/2010
A65	Coñecemento avanzado de aspectos específicos da materia de Matemáticas no contemplados expresamente na Orde EDU/2075/2010
A67	Coñecemento avanzado de aspectos específicos da materia de Proxectos no contemplados expresamente na Orde EDU/2075/2010
A69	Coñecemento avanzado de aspectos específicos da materia de Urbanismo no contemplados expresamente na Orde EDU/2075/2010
A70	Coñecemento avanzado de aspectos específicos da materia de Construción no contemplados expresamente na Orde EDU/2075/2010
A71	Coñecemento avanzado de aspectos específicos da materia de Instalacións no contemplados expresamente na Orde EDU/2075/2010
A72	Coñecemento avanzado de aspectos específicos da materia de Estruturas no contemplados expresamente na Orde EDU/2075/2010
B1	Students have demonstrated knowledge and understanding in a field of study that is based on the general secondary education, and is usually at a level which, although it is supported by advanced textbooks, includes some aspects that imply knowledge of the forefront of their field of study

B2	Students can apply their knowledge to their work or vocation in a professional way and have competences that can be displayed by means of elaborating and sustaining arguments and solving problems in their field of study
B3	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues
B4	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist public
B5	Students have developed those learning skills necessary to undertake further studies with a high level of autonomy
B6	Knowing the history and theories of architecture and the arts, technologies and human sciences related to architecture
B9	Understanding the problems of the structural design, construction and engineering associated with building design and technical solutions
B10	Knowing the physical problems, various technologies and function of buildings so as to provide them with internal conditions of comfort and protection against the climate factors in the context of sustainable development
B11	"Knowing the industries, organizations, regulations and procedures involved in translating design concepts into buildings and integrating plans into planning "
B12	Understanding the relationship between people and buildings and between these and their environment, and the need to relate buildings and the spaces between them according to the needs and human scale
C1	Expressing themselves correctly, both orally and in writing, in the official languages of the autonomous region
C3	Using basic tools of information technology and communications (ICT) necessary for the exercise of the profession and for lifelong learning
C4	Exercising an open, educated, critical, committed, democratic and caring citizenship, being able to analyse facts, diagnose problems, formulate and implement solutions based on knowledge and solutions for the common good
C5	Understanding the importance of entrepreneurship and knowing the means available to the enterpreneur
C6	Critically evaluate the knowledge, technology and information available to solve the problems they must face
C7	Assuming as professionals and citizens the importance of learning throughout life
C8	Assessing the importance of research, innovation and technological development in the socio-economic advance of society and culture

Learning outcomes			
Learning outcomes	Study programme competences		
1. Foreseen nowadays characteristics in terms of Basic Habitat both in local or global environments, altought in rich or in poor societies.	A16 A20 A25 A26 A28 A29 A34 A40 A46 A49 A50 A51 A53 A55 A56 A57 A59 A64 A65 A67 A69 A70 A71	B1 B3 B4 B5 B6 B9 B10 B11 B12	C4 C6 C8

2. To know about the associated rights: right to the habitat, right to shelter and right to the city.	A16 A20 A25 A26 A28 A29 A40 A51 A57 A59 A64 A65 A67 A69 A70 A72	B1 B2 B3 B4 B5 B6 B9 B10 B11	C1 C3 C4 C6
3. Recognise the formal and no formal processes of construction of the habitat from a complex perspective, that includes the analysis of the conflict of classes and of gender, the consideration of the environmental impact and the understanding of the existent tensions between the diverse nations and his cultural systems.	A28 A29 A34 A40 A46 A49 A50 A53 A55 A56 A57	B6	C4
4. Manage technical capacities for the implementation of appropriate technologies in the projects of habitat.	A16 A20 A25 A26 A28 A29 A34 A70 A71 A72	B9 B10 B11	C6 C8

5. Foreseen boundaries amid the different disciplines that act on the habitat: architecture, engineerings, economy, political, anthropology, social sciences, education, healthcare...	A16	B1	C1
	A20	B2	C3
	A25	B3	C4
	A26	B4	C5
	A28	B5	C6
	A29	B6	C7
	A34	B9	C8
	A40	B10	
	A46	B11	
	A49	B12	
	A50		
	A51		
	A53		
	A55		
	A56		
	A57		
	A59		
	A64		
	A65		
	A67		
	A69		
	A70		
	A71		
	A72		

Contents	
Topic	**Sub-topic**
1. RIGHT TO SHELTER AND TO CITY	1.1. Complex perspective of the habitat concept
	1.2. The human rights, the right to shelter and the right to the city.
2. HABITABILITY: THE ROOF	2.1. Basic habitability: definition, standards; precarious and sumptuary habitability.
	2.2. The endowment of basic habitability: housing politics.
	2.3. Pathologies of the habitability.
	2.4. Habitability and quality of life. Human development.
3. HABITAT: THE ROOF AGGREGATION	3.1. Basic Habitat: definition and standars
	3.2. Tipologies of the basic habitat.
	3.3. Basic habitat provision: formal and non formal policies.
	3.4. Habitat patologies: formal and non formal policies.
4. APPROPRIATE TECHNOLOGIES FOR THE BASIC HABITAT	4.1. Technologies for the house: stability and comfort. The emergency.
	4.2. Technologies for the collective habitat: energy, waters, waste.
	4.2. Sustainable technologies and constructive processes.
5. THE SOCIAL INTERVENTION IN THE HABITAT	5.1. Concepts and actors on social habitat managment.
	5.2. Policies of habitat management.
	5.3. Social diagnostic.
	5.2. Conflict and habitat: gender, environment, fight of classes and transculturization.
	5.3. Techniques for the social intervention

| 6. BASIC HABITAT IN GALICIA | 6.1. The self managed house. |
| | 6.2. Informal urban processes. |

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Introductory activities	A40 A51 A53 A55 A57 A64 A65 A67 A69 B2 B5 C1 C3 C7	1	15	16
Workbook	A16 A20 A25 A26 A28 A29 A34 A40 A46 A49 A50 A51 A53 A55 A56 A57 A59 A70 A71 A72 B1 B3 B4 B6 B9 B10 B11 B12 C4 C5 C6 C8	0	10	10
Guest lecture / keynote speech	A16 A20 A25 A34 A40 A50 A51 A53 A55 A56 A57 A70 A71 A72 B6 B9 B10 B11 B12 C4	9	0	9
Field trip	A40 A55 A56 A57 B3	5	0	5
Collaborative learning	B3 B4 B6 B9 B10 B11 B12 C4 C5 C6	5	5	10
Supervised projects	A16 A20 A25 A26 A28 A29 A34 A40 A46 A49 A50 A51 A53 A55 A56 A57 A59 A70 A71 A72 B6 B9 B10 B11 B12 C4 C5 C6	20	75	95
Personalized attention		5	0	5
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Introductory activities	The heart of the activities that the students will develop will be a practical work, of critical analysis of subjects of educational interest referred to the Habitat, its strategies, processes and other circumstances, in some particular field. We understand that the election of this field makes part of the "Supervised project" and in this case is an activity of extreme importance as the result of the investigation that realise each student depends in good way of a very founded election of the field of study and of the establishment of the suitable hypotheses of work for that. It is thus that this activity has to be punctilious, requiring a big personal obstinacy of the student out of the classrooms.
Workbook	Readings are part of the materials on which analysis will be built. So students will have to locate written sources, thus we expect a wide dedication to hemerographic research. In addition to this, as matter of the novelty of the subjects tackled in this subject and its social impact, we will have to attend to live bibliographic sources, no necessarily related to architecture world but to build the necessary theoretical backgrounds.
Guest lecture / keynote speech	Professors will present the contents that suit the theoretical body of the matter. Previously the students will be able to have been required to realise some readings about subject issues. In the same way, after the development of the keynote speech, students can be required to talk about the subjects focus.

Field trip	A trip ?walking or biking- will be done through urban areas were morphological issues are connected with academic contents, as they are representative of all the formal and informal processes of habitat construction of the habitat. Along the track, there will take place some collective critical discussions, following trigger lessons. This route will realise in some next surroundings to the School of Architecture, which the students believe to know.
Collaborative learning	The habitat construction is a matter of collaborative activity. Cooperation is the usual work strategy in this field. And inclusivity is goal to be achieved. As Academia can`t be estrange to this, collaborative learning must be a common methodology.
Supervised projects	The aim of the subject is to train the student in the analysis for the intervention, studying information resources of information and a deep fieldwork. All this runs under the name of ?Work Tutelado?. This is a project, that will have to be run over the classes period in accordance with a scientific methodology as theoretical lectures happen. A final document where all his contents expressed with advanced communicative strategies advanced will be produced.

Personalized attention	
Methodologies	**Description**
Introductory activities Supervised projects	Students will have to require personalized mentoring at the initial stages of the course, when they are involved choosing the aim and scope of his "Supervised projects" and establishing the hypotheses to be used. At the same time, the "Supervised projects" is the field where the student has to deal continuously with professors. The personalised attention will be developed in the practical classes, without stressing the collective design studio. In certain cases, for example periods of high intensity of work, prior to critical points of the workflow, will be able to realise personal tuition ?both in a peer to peer way or in a small size groups- in the special spaces due to it on the Departments Building.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Introductory activities	A40 A51 A53 A55 A57 A64 A65 A67 A69 B2 B5 C1 C3 C7	Requíreselle ao estudante que xjustifique razonadamente as primeiras decisións sobre as que posteriormente se apoiará o Traballo Tutelado.	15
Workbook	A16 A20 A25 A26 A28 A29 A34 A40 A46 A49 A50 A51 A53 A55 A56 A57 A59 A70 A71 A72 B1 B3 B4 B6 B9 B10 B11 B12 C4 C5 C6 C8	A lectura crítica dos textos propostos complementa e no seu caso, predispóne a optimizar as achegas das leccións maxistrais. Os coñecementos adquiridos serán valorados no decurso do desenvolvemento do Traballo Tutelado.	5
Guest lecture / keynote speech	A16 A20 A25 A34 A40 A50 A51 A53 A55 A56 A57 A70 A71 A72 B6 B9 B10 B11 B12 C4	A atención ao desenvolvemento das leccións maxistrais resulta fundamental para adquirir os coñecementos cos que se desenvolverá o Traballo Tutelado. Os coñecementos adquiridos serán valorados o desenvolvemento do Traballo Tutelado.	10
Collaborative learning	B3 B4 B6 B9 B10 B11 B12 C4 C5 C6	A consecuencia natural das lecturas, as leccións maxistrais e o traballo de campo é a construción colaborativa do coñecemento. Valórase a alta participación do estudante.	5
Field trip	A40 A55 A56 A57 B3	Na saída prevista de campo, identifícanse os temas que posteriormente serán obxecto de estudo na aula. Os coñecementos adquiridos serán valorados o desenvolvemento do Traballo Tutelado.	5

| Supervised projects | A16 A20 A25 A26 A28 A29 A34 A40 A46 A49 A50 A51 A53 A55 A56 A57 A59 A70 A71 A72 B6 B9 B10 B11 B12 C4 C5 C6 | O traballo tutelado, desenvolvido en réxime de taller, é o ámbito de síntese da materia. Aquí concorren os profesores de todas as procedencias co alumnado e verifícase a posta en práctica dos coñecementos adquiridos. Simultaneamente vaise acompañando e impulsando o desenvolvemento intelectual do estudante e do grupo, tutelándose por parte do profesorado a adecuación aos obxectivos didácticos xenerais. Valorase a axeitada elección do tema, un apropiado desenvolvmento, demostrando todas as hipoteses establecidas e aproducción dun documento final, de carácter científico-tecnolóxico, de altas prestacións comunicativas. | 60 |

Assessment comments

O alumno debe asistir ás sesións maxistrais e presentar nas sesións con tipoloxía de taller, os traballos gráficos, maquetas, etc. propostos.A asistencia é obrigatoria polo menos nun 80% ás sesións -tanto teóricas como prácticas- incluíndo a saída de campo e as lecturas. Sen ese requisito, non se poderá aprobar por curso a materia. Para aprobar, o alumno disporá de dúas oportunidades: xuño e xullo. A primeira coincide coa data de entrega do último traballo, e capacitará ao alumno para aprobar por curso. O alumno que non supere esta primeira oportunidade, poderá presentarse a unha segunda, que consistirá nunha proba práctica no mes de xullo. A entrega incompleta do Traballo Tutelado implica que non se seguiu o curso e conduce a unha cualificación de "Non Presentado" nas dúas oportunidades de avaliación salvo que se se realice antes da avaliación final a entrega total do Traballo Tutelado. MOBILIDADE: A docencia a alumnos de programas de mobilidade, adaptarase a condicións pedagóxicas e de traballos tutelados especiais, así como as probas e exames de avaliación.

The student has to be present to both lectures and workshop. He will have also to present requested graphic works, models and any other issue proposed.Assistance is compulsory up to the 80% of the sessions -either lectures or design studio- including the field trip and home readings. Without this requirement, students will not be able to pass at the end of the year the subjet and will need to present to an examination. To acheive a positive qualification, students will have two opportunities: "June" and "July" ones.

"June" is the name of the first opportunity, when students are requested to deliver the finalm "presentation". If not, or if qualifaction is not positive, students are kindly requested to attend to a second opportunity. This will be a practical exercice and will run on July.

Those who don`t delievr a complete final portfolio could not obtain a positive mark, and will achieve the mark "No Presentado" (Nos presented) until the final outcomehas benn completely finished. MOBILITY: Forieng incoming students are wellcome. Special pedagogical or linguistic tools will be suited to you. Specila requierements can also be set for your Design Studio Proposal.

Sources of information

Basic	- Lefevbre, Henry (). Derecho a la ciudad.
	- Germán Vargas Callejas e Mª José Caride Delgado, coord. (2014). REVISTA GALEGA DE EDUCACIÓN Nº 58 ? COOPERACIÓN E DESENVOLVEMENTO. Asociación Sociopedagóxica galega
	- Salas Serrano, J y Gesto, B. (2013). POR UNA TECNOLOGÍA PERTINENTE PARA DOTAR DE HABITABILIDAD BÁSICA A LAS COMUNIDADES RURALES AISLADAS. ICHAB, Madrid
	- VV. AA. (2015). Procesos Habitados. UDC, A Coruña
	- Taibo, Carlos (2015). En defensa del decrecimiento.
	- Arquitectos sen Fronteiras Galicia (2013). Curso Hábitat a Escala Humana. ASF Galicia
	- VV.AA. (2015). The Habitat III Issue Papers. UN Habitat
Complementary	

Recommendations
Subjects that it is recommended to have taken before

 Systems 2/630G02039

Territorial Planning/630G02057

Structures 3/630G02028

Architectural Design 6/630G02026

Construction 5/630G02033

 Architectural Analysis 2/630G02017

Subjects that are recommended to be taken simultaneously
Graphic Communication in Architecture/630G02053
Contemporary Urban Actions/630G02060
Subjects that continue the syllabus
Final Degree Work/630G02059
Other comments
Passing the course alignments the student to
the appropriate tools commonly required to attend most of the projects
supported by the scholarships PCR (Projects de Coñecemento da Cooperación) ?Cooperation
Knowledge Projects- offered by the University System or by the AECID ?Spanish Cooperation
Agency-.