| **Teaching Guide** | | |
|---|---|---|
| **Identifying Data** | | 2021/22 |
| **Subject (*)** | Theory of Contemporary Intervention | **Code** | 630G02061 |
| **Study programme** | Grao en Estudos de Arquitectura | | |
| **Descriptors** | | | | |
| **Cycle** | **Period** | **Year** | **Type** | **Credits** |
| Graduate | 2nd four-month period | Fifth | Optional | 4.5 |
| **Language** | SpanishGalician | | | |
| **Teaching method** | Face-to-face | | | |
| **Prerequisites** | | | | |
| **Department** | Proxectos Arquitectónicos, Urbanismo e Composición | | | |
| **Coordinador** | Agrasar Quiroga, Fernando | **E-mail** | fernando.agrasar@udc.es | |
| **Lecturers** | Agrasar Quiroga, Fernando | **E-mail** | fernando.agrasar@udc.es | |
| | Paz Agras, Mari Luz | | luz.paz.agras@udc.es | |
| **Web** | http://etsa.udc.es/web/ | | | |
| **General description** | The subject proposes the study of a set of cases from a selection of architectural works that are the result of an intervention in the building. All these examples have been projected from the second half of the 20th century to the present day. The set of selected architectures and the ideology of their authors, analyzed through their texts, allow an approach to THE THEORY OF CONTEMPORARY INTERVENTION. The master classes and the workshop of the subject start from the concretion of the work, through its analysis, to formulate the fundamental ideas that support the decisions of the project. | | | |
| **Contingency plan** | 1. Modifications in the contents. In case of a contingency, the necessary measures will be adopted to guarantee the quality of the teaching and the integrity of the content.<br><br>2. Methodologies<br>* Teaching methodologies that are maintained:<br>The same teaching methodologies are maintained. Both the master session, as well as the mixed test and the supervision of group works will be adapted to the virtual support, if applicable.<br>* Teaching methodologies that are modified:<br>There are no plans to modify teaching methodologies<br><br>3. Mechanisms for personalized attention to students. The meetings will be convened in previously announced Teams sessions. Corrections and clarifications in group have a greater pedagogical value than individual attention, even so, these will be done by email and conference by Teams.<br><br>4. Modifications in the evaluation<br>The evaluation will not be modified.<br><br>5. Modifications of the bibliography or webgraphy.<br>The bibliographic resources of the subject are already available in Moodle. Specific contributions of reference materials will be provided in digital format. | | | |

| **Study programme competences** | |
|---|---|
| **Code** | **Study programme competences** |
| A68 | Coñecemento avanzado de aspectos específicos da materia de Composición 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 | |
| C1 | Adequate oral and written expression in the official languages. | |
| C3 | Using ICT in working contexts and 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 entrepreneurial culture and the useful means for enterprising people. | |
| 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 | Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society. | |

| Learning outcomes | | |
|---|---|---|
| **Learning outcomes** | | **Study programme competences** |
| Knowledge and understanding of the most outstanding strategies of contemporary intervention in the built, for its application in the project design. | A68 | B1 C1<br>B2 C3<br>B3 C4<br>B4 C5<br>B5 C6<br>C7<br>C8 |

| Contents | |
|---|---|
| **Topic** | **Sub-topic** |
| 1 Introductory topic: The value of the past, from nineteenth-century theories to the crisis of modernity | - Awareness of the value of what exists: Alberti and Michaelangelo<br>- The two dialectical poles of the 19th century: Ruskin and Viollet<br>- Modern ahistoricity |
| 2 Carlo Scarpa: sequential narrative and the value of singular detail | - Analysis of the Castelvecchio of Verona<br>- Analysis of the Palazzo Querini Stampalia |
| 3 Lina Bo Bardi: the lived space | - Analysis of the Pompéia Factory CESC<br>- Analysis of the interventions in Salvador de Bahía<br>- Office theater analysis |
| 4 Alison and Peter Smithson: Cluster Order and Occupancy Signs | - Smithson Comparative Analysis of Homes<br>- Analysis of the Solar Pavilion<br>- Analysis of the Hexenhaus |
| 5 Gordon Matta-Clark: Art as an instrument of architectural intervention | - Matta-Clark's interventions and their architectural consequences.<br>- Orange Caribbean analysis |
| 6 Rem Koolhaas: the architect as &quot;curator&quot; | - Analysis of the Fondazione Prada<br>- Analysis of the intervention in the Hermitage<br>- Chronocaos: contemporary intervention theory |
| 7 Conclusion and recapitulations: other experiences and theories | . |

| Planning | | | | |
|---|---|---|---|---|
| **Methodologies / tests** | **Competencies** | **Ordinary class hours** | **Student?s personal work hours** | **Total hours** |
| Workshop | B2 B3 C3 | 15 | 45 | 60 |
| Mixed objective/subjective test | B1 B4 B5 C1 | 3 | 16.5 | 19.5 |

| | | | | |
|---|---|---|---|---|
| Guest lecture / keynote speech | A68 C4 C5 C6 C7 C8 | 30 | 0 | 30 |
| Personalized attention | | 3 | 0 | 3 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---|---|
| **Methodologies** | **Description** |
| Workshop | Training modality oriented to the application of learning in which various methodologies / tests can be combined (exhibitions, simulations, debates, problem solving, guided practices, etc.) through which students develop eminently practical tasks on a specific topic, with the support and supervision of the teacher. |
| Mixed objective/subjective test | Test that integrates test-type test questions and objective test-type questions. For essay questions, collect open-ended essay questions. Also, as objective questions, you can combine multiple choice, ordering, short answer, discrimination, completion, and / or association questions. |
| Guest lecture / keynote speech | Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to the students, in order to transmit knowledge and facilitate learning. The master class is also known as a &quot;lecture&quot;, &quot;expository method&quot; or &quot;master class&quot;. This last modality is usually reserved for a special type of lesson taught by a teacher on special occasions, with a content that implies an original elaboration and based on the almost exclusive use of the word as a way of transmitting information to the public. |

| Personalized attention | |
|---|---|
| **Methodologies** | **Description** |
| Workshop | The work will consist of the analysis of architectural proposals in relation to the course syllabus. They will be held in groups of a maximum of three student-students |

| Assessment | | | |
|---|---|---|---|
| **Methodologies** | **Competencies** | **Description** | **Qualification** |
| Workshop | B2 B3 C3 | The works, carried out in group, will have a maximum qualification of 3 points. It will be necessary to have delivered the works to pass the subject. | 30 |
| Mixed objective/subjective test | B1 B4 B5 C1 | An exam at the end of the semester, referring to all the contents of the course. 70% of the final grade will correspond to this exam. In the same, it is necessary to reach a qualification of 4 (on a maximum of 10) to be able to surpass the asignatura and to be able to do average with the works | 70 |

| Assessment comments |
|---|
| Regular class attendance (80% minimum) is essential for the workshop and the mixed test.<br>To participate in the second opportunity of each call it will be essential to have delivered, in the first, the work developed during the course and reviewed by the teachers of the subject. This supervised work can be expanded and corrected to be reevaluated at the second opportunity.<br>Examination in advance: To be examined in advance, general conditions are the same of the previous course.<br>Part time students and exemption of attendance: In this case, having the official recognition, minimun attendance could be not considered.<br>Plagiarism.  Regarding plagiarism, the rules of Art. 14th of the  ?Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario da UDC?, should be followed. |

| Sources of information |
|---|

| Basic | - SOLÁ-MORALES, Ignasi de (2006). Intervenciones. Barcelona: GG |
|---|---|
| | - SEMI, Franca (2010). A lezione con Carlo Scarpa. Venecia: Cicero |
| | - BO BARDI, Lina (1996). Lina Bo Bardi. Sao Paulo: Imprenta Oficial |
| | - BO BARDI, Lina (2014). Por escrito. Textos escogidos 1943-1991. México DF: Alias |
| | - SMITHSON, Alison y Peter (2001). The charged void: Architecture. Nueva York: The Monacelli Press |
| | - CORBEIRA, Darío (Ed) (2000). ¿Construir... o deconstruir? Textos sobre Gordon Matta-Clark. Salamanca: Ediciones Universidad de Salamanca |
| | - KOOLHAAS, Rem (2014). Preservation is overtaking us. Nueva York: GSAPP Books |
| Complementary | |

| Recommendations |
|---|
| **Subjects that it is recommended to have taken before** |
| Theory of Architecture/630G02025 |
| **Subjects that are recommended to be taken simultaneously** |
| |
| **Subjects that continue the syllabus** |
| |
| **Other comments** |
| |

| (*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation. |
|---|