Teaching Guide				
Identifying Data				2024/25
Subject (*)	Complex Scale Architecture		Code	630G02058
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	Sabin Diaz, Patricia	E-mail	patricia.sabin@udc.es	
Lecturers	Sabin Diaz, Patricia	E-mail	patricia.sabin@udc.es	
Web				
General description	The concept of "scale" in Architecture refers, in the words of Anish Kapoor, to a number of abstract proportions that on the one hand are related, at a certain level, the body, the physical, and on the other, more intense, with the imagination . Complexity does not lie exclusively in size, function or artifice, but in the multiplicity of relationships that an architectural object establishes with its physical, environmental, social, human and cultural environment.			

Study programme competences / results	
Code	Study programme competences / results
A17	Ability to apply technical and construction standards and regulations
A30	Knowledge of the organization of professional offices
A34	Ability to design, implement and develop sketches and drafts, concept designs, developed designs and technical designs (T)
A35	Ability to design, implement and develop urban projects (T)
A67	Coñecemento avanzado de aspectos específicos da materia de Proxectos 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 / results

Taking this subject will allow the student to approach the architectural fact from multidisciplinary approaches and perspectives, incorporating responses to a series of increasingly complex and confusing conditions and variables. It will complement the programmatic development of the subjects in the area.	A17 A30 A34 A35 A67	B1 B2 B3 B4 B5	C1 C3 C4 C5 C6 C7 C8

Contents	
Topic	**Sub-topic**
1. ARCHITECTURE FOR LARGE SCALES	1.1 Territory and planning. 1.2 Landscape and infrastructures. 1.3 Underground architectures. 1.4 Language and dimension in architecture. 1.5 Building in height: the skyscraper.
2.THE COMPLEX FUNCTION. SPECIFIC PROGRAMS	2.1 Architectures for transportation. 2.2 Health and care architecture. 2.3 Spaces for work. 2.4 Architectures for the industry. 2.5 Architectures for large events.
3.THE COMPLEX FORM. NEW TOOLS FOR ARCHITECTURAL DESIGN	3.1 Fractal geometries. 3.2 The new sciences of complexity. 3.3 Non-linear dynamics, chaos theory and self-organized systems. 3.4 Parametric design. 3.5 Architectures and virtual worlds.
4. ARCHITECTURES IN COMPLEX ENVIRONMENTS	4.1 Architecture in extreme conditions. 4.2 Nomad architecture 4.3 Architecture and identity. 4.4 Architectures in the peripheries.
5. TOOLS AND MANAGEMENT SYSTEMS OF THE COMPLEX PROJECT	5.1 Management of multidisciplinary teams 5.2 Platforms and project management environments 5.3 Contracting and administrative processing

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Introductory activities	A17 A30 A34 A35 A67 B1 B2 B3 B4 B5 C1 C3 C4 C5 C6 C7 C8	1	4	5
Guest lecture / keynote speech	A17 A30 A34 A35 A67 B1 B2 B3 B4 B5 C1 C3 C4 C5 C6 C7 C8	6	0	6
Directed discussion	A17 A30 A34 A35 A67 B1 B2 B3 B4 B5 C1 C3 C4 C5 C6	9	0	9
Field trip	A17 A30 A34 A35 A67 B1 B2 B3 B4 B5 C1 C3 C4 C5 C6 C7 C8	4	0	4
Workshop	A17 A30 A34 A35 A67 B1 B2 B3 B4 B5 C1 C3 C4 C5 C6 C7 C8	20	40	60
Events academic / information	A17 A34 B1 B2 B3 B4 C1 C3 C4 C5 C6 C7 C8	4	0	4
Student portfolio	A17 A30 A34 A35 A67 B1 B2 B3 B4 B5 C1 C3 C4 C5 C6 C7 C8	10	12.5	22.5
Personalized attention		2	0	2
(*)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	Activities that are carried out before initiating any teaching-learning process in order to know the competences, interests and / or motivations that the student has for the achievement of the objectives that are to be achieved, linked to a training program. With it, it is intended to obtain relevant information that allows articulating teaching to favor effective and meaningful learning, based on previous knowledge.
Guest lecture / keynote speech	Oral presentation, complemented by the use of audiovisual media and the introduction of some questions addressed to students, in order to transmit knowledge and facilitate learning. The magisterial session is also known as a lecture, expository method or lecture. This last modality is usually reserved to a special type of lesson given by a teacher on special occasions, with a content that supposes an original elaboration and based on the almost exclusive use of the word as a way of transmitting the information to the audience.
Directed discussion	Group dynamics technique in which the members of a group discuss freely, informally and spontaneously on a topic, although they can be coordinated by a moderator.
Field trip	The field exit, understood as a strategy that consciously brings the individual closer to reality, is a valuable teaching and learning opportunity for students, by enhancing the observation process, gathering information, interpreting, posing conjectures. , explanations and projections that allow them to interpret their social environment and cultural context.

Workshop	Project Workshop: Training mode oriented to the application of learning in which knowledge of various subjects is introduced, always around an architectural project, where different methodologies / tests can be combined (exhibitions, simulations, debates, problem solving, practicals guided, etc.) through which students develop practical tasks on a specific topic, with the support and supervision of the teaching staff of the subjects involved.
Events academic / information	Preparation of synthesis material of the work carried out in the matter for a joint exhibition at the end of the course in the event organized by the Department of Architectural Projects, Urban Planning and Composition: ?Arquitecturas en Curso. DPAUC? (panels, models, drawings, videos, texts, performances, etc.) Attendance at informative events (congresses, conferences, symposiums, conferences, etc.), organized by the ETSAC or DPAUC, etc., indicated by the teaching staff of the subject as part of the current teaching content, with the aim of providing students with knowledge and experiences current references to a given field of study.
Student portfolio	The final result of the work done in the subject will be reflected in the student's personal and physical digital portfolios, physically available on paper and accessible through the computer tool for teaching Moodle. The results are evaluated, but through a tutored and guided teaching process, where the personal effort and the intellectual evolution of the student should be reflected in the final documentation.

Personalized attention	
Methodologies	**Description**
Directed discussion Workshop Student portfolio	The student receives personalized attention regarding the work they are developing in the subject, through the teacher or teachers of the group to which they have been assigned. There will be the possibility of commenting and obtaining critical reviews from the other groups (if any), in order to contrast opinions and criteria to confront them with their own. The student's portfolio (see step 5. -Methodologies-) will be subject to personalized reviews, to observe its evolution and verify its authorship. Teaching to students of mobility programs will be adapted to pedagogical conditions and special supervised work, as well as assessment tests and exams.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Workshop	A17 A30 A34 A35 A67 B1 B2 B3 B4 B5 C1 C3 C4 C5 C6 C7 C8	Methodology designed to promote learning - both autonomous and collaborative - of students, under the tutelage of the teacher and in varied scenarios (academic, professional and competitive). It is referred primarily to the learning of "how to do things". It is an option based on the assumption by students of the responsibility of their own learning. The teaching of mobility program students will be adapted to the pedagogical conditions and special supervised work, as well as tests and evaluation exams. This workshop subject is intended as collaborative work, public exhibitions, collective learning, possibility of corrections by other teachers...	50

Student portfolio	A17 A30 A34 A35 A67 B1 B2 B3 B4 B5 C1 C3 C4 C5 C6 C7 C8	The final result of the work carried out in the subject will be reflected in the student's personal portfolio, available and accessible through the Moodle teaching platform. The results are evaluated, but through a tutored and guided teaching process, where the personal effort and the intellectual evolution of the student should be reflected in the final documentation.	50

Assessment comments
To pass the subject in the June opportunity it will be necessary: -Have a minimum attendance 80% and correction of the classes with active participation in both the joint and individual revision classes of the works. (Minimum correction will be necessary for the satisfactory development of the exercise / s. the corrections will be those necessary for the correct performance of the proposed exercise/s, the number of them will depend on the exercise and the student) - Deliver the work in time and form (in accordance with the subject's calendar) and obtain a minimum grade of 4 in each exercise, and an average of 5. To pass the subject in the July opportunity it will be necessary: - Have minimum attendance / correction of the classes with active participation in both the joint and individual revision classes of the works. - Deliver on time and form the work during the course. Proceed to the modification during the months of June-July if the rating does not exceed 4 in each exercise, and an average of 5. - Make those partial or global corrections of the exercise / s for its satisfactory development. -Preparation of synthesis material of the work carried out in the matter for a joint exhibition at the end of the course in the event organized by the Department of Architectural Projects, Urban Planning and Composition: ?Arquitecturas en Curso. DPAUC? (panels, models, drawings, videos, texts, performances, etc.) -Attendance at informative events (congresses, conferences, symposiums, conferences, etc.), organized by the ETSAC or DPAUC, etc., indicated by the teaching staff of the subject as part of the current teaching content, with the aim of providing students with knowledge and experiences current references to a given field of study. GMTYDetectar idiomaAfrikáansAlbanésAlemánAmháricoÁrabeArmenioAzeríBengalíBielorrusoBirmanoBosnioBúlgaroCamboyanoCanarésCatalánCebuanoChecoChichewaChino simpChino tradCincalésCoreanoCorsoCriollohaitianoCroataDanésEslovacoEslovenoEspañolEsperantoEstonioEuskeraFinlandésFrancésFrisioGaélicoescocésGalésGallegoGeorgianoGriegoGujaratiHausaHawaianoHebreoHindiHmongHolandésHúngaroIgboIndonesioInglésIrlandésIslandésItalianoJaponésJavanésKazajoKirguísKurdoLaoLatínLetónLituanoLuxemburguésMacedonioMalayalamMalayoMalgacheMaltésMaoríMaratíMongolNepalíNoruegoPanyabíPastúnPersaPolacoPortugués RumanoRusoSamoanoSerbioSesotoShonaSindhiSomalíSuajiliSuecoSundanésTagaloTailandésTamilTayikoTeluguTurcoUcranianoUrduUzbecoVietnamitaXhosaYidisYorubaZulúEspañolInglés-------- [Todos] --------AfrikáansAlbanésAlemánAmháricoÁrabeArmenioAzeríBengalíBielorrusoBirmanoBosnioBúlgaroCamboyanoCanarésCatalánCebuanoChecoChichewaChino simpChino tradCincalésCoreanoCorsoCriollohaitianoCroataDanésEslovacoEslovenoEspañolEsperantoEstonioEuskeraFinlandésFrancésFrisioGaélicoescocésGalésGallegoGeorgianoGriegoGujaratiHausaHawaianoHebreoHindiHmongHolandésHúngaroIgboIndonesioInglésIrlandésIslandésItalianoJaponésJavanésKazajoKirguísKurdoLaoLatínLetónLituanoLuxemburguésMacedonioMalayalamMalayoMalgacheMaltésMaoríMaratíMongolNepalíNoruegoPanyabíPastúnPersaPolacoPortugués RumanoRusoSamoanoSerbioSesotoShonaSindhiSomalíSuajiliSuecoSundanésTagaloTailandésTamilTayikoTeluguTurcoUcranianoUrduUzbecoVietnamitaXhosaYidisYorubaZulúLa función de sonido está limitada a 200 caracteresOpciones : Historia : Feedback : DonateCerrar

Sources of information	
Basic	_Alexander, Christopher et alt. Un lenguaje de patrones. Barcelona: Gustavo Gili, 1980. _Apodaka Ostaikoetxea, Marije (coord.). Urbanismo inclusivo. Las calles tienen género. Vitoria: Servicio Central de Publicaciones del Gobierno Vasco, 2012. _Ashihara, Yoshinobu. El diseño de espacios exteriores. Barcelona: Gustavo Gili, 1982. _Berrizbeitia, Anita; Pollak, Linda. Inside outside, between architecture and landscape. _Bofill Levi, Anna. Guia per al planejament urbanístic i l´ordenació urbanística amb la incorporació de criterios de género. Barcelona: Generalitat de Catalunya, 2008.Gloucester, (Massachussets): Rockport, 2003. _Cano, G. y Maestre, J.M. Tecnología y sociedad: ¿Por qué no llega el hogar digital? Informes de la Construcción, vol. 67, 538 (2015). _Carreiro Otero´, María y Cándido López González. Parametrizar y sistematizar o cómo incorporar la perspectiva de género en el urbanismo. ; Cervero Sánchez, N. y Hernández, Agustín. Remodelación, Transformación y Rehabilitación. Tres formas de intervenir en la vivienda social del siglo XX. Informes de la Construcción, vol. 67 (EXTRA-1): mo26 (2015). _COAC, Collegi d´Arquitectes de Catalunya (1990): Vivienda y ciudad. Concurso Internacional de Proyectos. Barcelona: COAC. _Eleb-Vidal, Monique et al. (1988): Penser l´habité, le logement en question. Lieja: Pierre Mordaga. Fernández, Roberto. ?Modos de hacer ciudad: proyecto y plan?, en Ciudades 3 (1996): 111-127. GALLARDO, Laura. ?Del no-lugar al lugar en el proyecto arquitectónico?. AUS (Valdivia) 14 (2013): pp. 5-10. _Gehl, Jan. La humanización del espacio urbano. Barcelona: Reverté, 2006. _Lion, Yves y François Leclerq (1985): ?Domus Demain, la Bande Active?. L´architecture d´Aujour d´Hui 252: 16-20. _López Candeira, José A. Tratamiento del espacio exterior. Madrid: Munilla-Leria, 2002. _López González,Cándido y María Carreiro Otero /eds. La casa. Piezas, ensambles y estrategias. Málaga: Recolectores Urbanos, 2016. _Lyndon, Donlyn. The Sea Ranch. New York: Princeton Architectural Press, 2004. _Marín Acosta, Flor Inés. ?La arquitectura escolar del estructuralismo holandés en la obra de Herman Hertzberger y Aldo van Eyck?, en Revista de Educación y Pedagogía (21) 54 (2009): 67-80. _Moore, Charles et al. La casa: forma y diseño. Barcelona: Gustavo Gili, 1976. _Paricio, Ignacio y Xavier Sust (1998): La vivienda contemporánea. Programa y tecnología. Barcelona: Institut de Tecnologia de la Construcció de Catalunya, IteC. _Sánchez de Madariaga, Inés. Urbanismo con perspectiva de género. Sevilla: Instituto Andaluz de la Mujer. Junta de Andalucía.
Complementary	

Recommendations
Subjects that it is recommended to have taken before
Architectural Design 5/630G02021
Architectural Design 4/630G02016
Architectural Design 2/630G02006
Architectural Design 3/630G02011
Architectural Design 7/630G02031
Architectural Design 1/630G02001
Architectural Design 6/630G02026
Subjects that are recommended to be taken simultaneously
Architectural Design 9/630G02041
Architectural Design 8/630G02036
Subjects that continue the syllabus
Final Degree Work/630G02059
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.