



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
Subject (*)	Landscape and Sustainable Habitat		Code	630G02056
Study programme	Grao en Estudos de Arquitectura			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Fifth	Optional	6
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Proxectos Arquitectónicos, Urbanismo e Composición			
Coordinador	Rodriguez Alvarez, Jorge	E-mail	jorge.ralvarez@udc.es	
Lecturers	Rodriguez Alvarez, Jorge	E-mail	jorge.ralvarez@udc.es	
	Rodriguez Blanco, Emilio		emilio.rblanco@udc.es	
Web	http://paisaxeetsac.blogspot.com.es/ https://www.facebook.com/pages/Paisaxe-e-Habitat			
General description	<p>The course focuses on the landscape resulting from human interventions within its habitat. The landscape concept implies the existence of a cultural experience; the landscape must be interpreted or experienced. Only through the knowledge of the relationships that are established between landscape and experience, as well as those of the agents causing these relationships, will it be possible to understand the existing landscape and its creative renewal.</p> <p>Campos Venuti defined the habitat as "the whole system, complex and extensive, which in society is found above and below the simple dwelling (?). The habitat model must encompass as a whole all those environmental structures, artificial and natural, which in cities and the countryside host the development of life in common and determine its character"(Campos Venuti, 1981: 177).</p> <p>The course tries to introduce the student to the knowledge of the elements that form the landscape and the relationships that are established between them. The objective is to provide students with the necessary tools to integrate landscape and environmentally sustainable criteria in their architecture and urban planning projects, as well as to collaborate effectively in multidisciplinary teams in processes of habitat transformation, understood as the space in which humans dwell, works and uses.</p>			

Study programme competences

Code	Study programme competences
A2	Ability to conceive and represent the visual attributes of objects and master proportion and drawing techniques, including digital ones (T)
A3	Knowledge of spatial representation systems and projections adapted and applied to architecture
A4	Knowledge of the analysis and the theory of form and the laws of visual perception adapted and applied to architecture and urbanism
A17	Ability to apply technical and construction standards and regulations
A19	Ability to maintain the finished work
A20	Ability to assess the construction works
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)
A36	Ability to design, implement and develop construction management (T)
A37	Ability to develop functional programs for buildings and urban spaces (T)
A39	Ability to remove architectural barriers (T)
A40	Ability to practise architectural criticism
A41	Ability to solve the passive environmental conditioning, including thermal and acoustic insulation, climate control, energy efficiency and natural lighting (T)
A44	Ability to develop civil work projects (T)
A45	Ability to design and execute urban layouts and urbanization, gardening and landscape design projects (T)
A46	Ability to apply standards and urban regulations
A47	Ability to develop environmental, landscape and environmental impact correction studies (T)



A51	Adequate knowledge of the methods of studying the social requirements, living conditions, habitability and basic housing programmes
A52	"Adequate knowledge of ecology, sustainability and the principles of conservation of energy and environmental resources. "
A53	Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.
A54	Adequate knowledge of aesthetics and theory and history of fine arts and applied arts
A55	Adequate knowledge of the relationship between cultural patterns and social responsibilities of the architect
A57	Adequate knowledge of urban sociology, theory, economics and history
A58	Adequate knowledge of the methodological foundations of territorial, metropolitan and urban planning.
A59	Knowledge of the mechanisms of development and management of urban planning at all scales
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
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
B7	Knowing the role of the fine arts as a factor that influences the quality of architectural design
B8	Knowing the urbanism and techniques applied in the planning process
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		
Ability to analyze and study the landscape and recognize its environmental and cultural values.	A34 A35 A41 A45 A47 A51 A52 A55 A58 A67 A69	B1 B2 B3 B4 B5	C1 C3 C4 C5 C6 C7 C8
Ability to assess the environmental and landscape impact of the architectural and urban project (visual, water cycle, energy, mobility ...)	A2 A3 A4	B7 B8	C6



Knowledge of the relationship between society and landscape throughout history.	A44 A45 A46 A47		
Effective integration of environmental and aesthetic criteria in the design of open spaces, streets, squares, parks and gardens.	A17 A19 A20 A36 A40 A53		
Knowledge of urban and landscape ecology at the level necessary for collaboration in special and strategic plans, such as Green Infrastructures.	A40	B4 B5	C1 C5 C6
Know how to use the tools and methodologies of landscape analysis and environmental planning (spatial analysis, wind, solar radiation, comfort, microclimate ...)	A37 A39 A54 A57 A59	B6	
Development of the capacity for critical and constructive observation in relation to the urban environment.	A57	B6 B7 B8	

Contents	
Topic	Sub-topic
BASIC PRINCIPLES AND INTRODUCTION	1. Presentation and general introduction to the course 2. Landscape and Sustainable Habitat: Introduction 3. Tools and methodology
LANDSCAPE	4. The landscape project 5. Theory and meaning in the landscape 6. Landscape in History
SUSTAINABLE HABITAT	7. Climate as a generator of landscape 8. Outdoor comfort 9. Energy and sustainable habitat 10. Blue and green infrastructure

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A51 A52 A53 A55 A58 A67 A69 B8	13	6.5	19.5
Document analysis	A40 B1 B2 C7 C8	1	0.5	1.5
Collaborative learning	A59 A57 A54 A47 A46 A45 A44 A41 A39 A37 A36 A35 A34 A20 A19 A17 B3 B4 B5 B6 B8 C1 C4 C5 C6	40	80	120
Events academic / information	C4 C5 C7	2	2	4
Introductory activities	A2 A3 A4 B7 C3 C5	2	2	4



Personalized attention		1	0	1
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Each week, a topic will be introduced by the lecturers. The student will have to supplement this presentation with the reading of recommended bibliography extracts. Attendance to lectures is mandatory, with a maximum of 20% of unexcused absences admitted. Sessions will be strictly timely. The use of mobile devices (such as computers, tablets or phones) will not be allowed during the course of the class
Document analysis	An important part of coursework consists in selecting the relevant information and data. Therefore, the student should be familiar with the instruments of the discipline.
Collaborative learning	Collaborative learning aims to facilitate the visualization of the demands of the local community, in an inclusive and participatory way, in terms of the development of a landscape regeneration proposal.
Events academic / information	Preparation of material summarize the coursework for the end of year exhibition organized by the Department of Architectural Projects, Urban Planning and Composition: "Architectures in Course. DPAUC" (panels, models, drawings, videos, texts, performances , etc.). Attendance at dissemination events (congresses, seminars, symposiums, etc.), organized by ETSAC, or DPAUC, etc., indicated by tutors as part of the teaching content of the course, with the objective of providing students with knowledge and current experiences related to a particular field of study.
Introductory activities	The first two weeks of class will consist of the presentation of the contents, the development of the topic and the kick off team coursework

Personalized attention	
Methodologies	Description
Introductory activities Document analysis Collaborative learning	The coursework will be carried out according to the guidelines of the teaching staff. Learning and service will be developed in the classroom where teachers will be available to answer any questions that arise. There will be visits to the project site and activities with the community. The follow-up of the initial activities will be carried out in the correction sessions or in the hours of tutorials. Common questions or concerns can be resolved through moodle or tutorials

Assessment			
Methodologies	Competencies	Description	Qualification
Collaborative learning	A59 A57 A54 A47 A46 A45 A44 A41 A39 A37 A36 A35 A34 A20 A19 A17 B3 B4 B5 B6 B8 C1 C4 C5 C6	Evaluation of the project. A rubric will be used to evaluate the degree of achievement of the proposed objectives, in terms of the social need met, the skills acquired by students, their active participation and the dynamics of collaboration with the participating entities, dissemination. and projection, etc ... The implication and participation in the activities, the fulfillment of the deliveries and the quality of the elaborated material will be valued.	90
Events academic / information	C4 C5 C7	Preparation of material summarize the coursework for the end of year exhibition organized by the Department of Architectural Projects, Urban Planning and Composition: "Architectures in Course. DPAUC" (panels, models, drawings, videos, texts, performances , etc.).	10

Assessment comments



In the general evaluation of the course, the following aspects will be valued: attendance and participation in class and workshops and activities

- Class attendance: minimum 80% of expositive sessions and 80% of interactive sessions. In addition, the teaching staff will assess whether attendance is active by participating in the expository sessions (answering questions), in team or individual corrections. Active participation may be valued as an increase in the final grade.

The grade of the first opportunity will be "Not Presented" if you have not delivered any of the mandatory items. However, active participation in class, during the school period, that demonstrate adequate knowledge of the contents of the subject may be valued by the teaching staff.

For students with recognition of part-time dedication according to the "Norm that regulates the regime of dedication to the study of undergraduate students at the UDC" the minimum class attendance will be 50%, both in the interactive sessions and in the expository ones. The rest of the evaluation elements will be the same as in the general case. In relation to the final test, what is described in article 12 of the "Rules of Evaluation, Review and Complaint of the Qualifications of the Degree Studies and University Master of the UDC" (consolidated version 2017) will be followed. Academic waiver: it is not contemplated, as it is a subject in which the workshop is the fundamental methodology.

The detection of plagiarism, as well as the fraudulent performance of tests or evaluation activities, once verified, will directly imply the grade of failing "0" in the subject in the corresponding call, thus invalidating any grade obtained in all evaluation activities. ahead of the extraordinary call.

Second opportunity:

In order to pass the subject on a second opportunity, it is necessary to repeat the evaluable items in which the pass was not achieved.

The tutored works would be re-elaborated, corrected or completed according to the indications of the tutors of the matter. For this, it is recommended that the teams make use of academic tutorials with their corresponding tutors during the second semester. The works will be delivered, at most, up to a week before the second chance exam.

Students who have not met the minimum attendance during the school period will not be eligible for a positive evaluation.

For everything else, the evaluation criteria for the second chance will be the same as for the first

Sources of information

Basic	<p>[B] Disponible en la biblioteca de la UDC Ábalos, I. (2008) Atlas pintoresco .Vol. 1: el observatorio. Gustavo Gili [B] Ábalos, I. (2008) Atlas pintoresco .Vol. 2: los viajes. Gustavo Gili [B] Ábalos, I. (2009) Naturaleza y artefacto : el ideal pintoresco en la arquitectura y paisajismo contemporáneos. Gustavo Gili [B] Álvarez, D. (2007) El Jardín en la arquitectura del siglo XX . Editorial Reverté [B] Batlle, E. (2011) El jardín de la metrópoli. Gustavo Gili. Barcelona</p> <p>Dorothee, I. (1993) The modernist garden in France . Yale University (2008) Cusveller, S. Dijk, O. Schipper, K. ed. (2000) Remaking NL City, Landscape, Infrastructure. Amsterdam : S@M [B] Galí-Izard, T. (2005) Los mismos paisajes ideas e interpretaciones . Gustavo Gili [B] Jellicoe G. y S. (1995) El Paisaje del Hombre Barcelona G.G. [B] Laurie, M. (1995) Introducción a la Arquitectura del Paisaje Barcelona G.G. [B] Levy, Leah (1998) Kathryn Gustafson. Sculpting the land . Spacemakers Press [B] Lynch, K. (1980) La Planificación del Sitio Barcelona G.G. 1980 [B] McGrath, B. (2008) Digital Modelling for Urban Design . Wiley [B] Mertens, E. (2010) Visualizing Landscape Architecture . Birkhäuser [B] Molinari, L. ed. (2000) West 8 . Skira [B] Montero, M. I. (2001) Burle Marx el paisaje lírico . GG [B] Navés Viñas, F. (1992) El Arbol en la Jardinería y el Paisajismo Barcelona Omega 1992 [B] Nielsen, B. Dam, T. Thompson, L. (2007) European Landscape architecture: best practice in detailing. Routledge [B] Reid, G.W. (2002) Landscape Graphics . Plan, section and Perspective Drawing of Landscape Spaces. Watson Guptill. New York [B] Rodríguez Álvarez, J. (2015) Apuntes de paisaje: el análisis ambiental. Repronor [disponibles en reprografía]</p> <p>Shannon, K. Smets, M. (2010) The Landscape of Contemporary Infrastructure . Nai Publishers Simonds, J. O. (1978) Earthscape . A Manual of Environmental Planning. McGrawHill [B] Simonds, J.O. (1961) Landscape Architecture New York McGraw Hill 1961 [B] Steenbergen, C. (2008) Composing Landscapes . Analysis, Typology and Experiments for design. Birkhäuser Steenbergen, C. Reh, W. (2001) Arquitectura y Paisaje . La proyectación de los grandes jardines europeos. Gustavo Gili [B] Swaffield, S. (2002 ed.) Theory in Landscape Architecture . University of Pennsylvania Press Vaccarino, R. (2000) Roberto Burle Marx. Landscapes Reflected . Princeton Architectural Press [B] Waterman, T. (2009) Principios Básicos de la Arquitectura del Paisaje . Nerea Académica [B]</p>
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Complementary

[B] Disponible en la biblioteca de la UDC· Ábalos, I. (2008) Atlas pintoresco .Vol. 1: el observatorio. Gustavo Gili [B]· Ábalos, I. (2008) Atlas pintoresco .Vol. 2: los viajes. Gustavo Gili [B]· Ábalos, I. (2009) Naturaleza y artificio : el ideal pintoresco en la arquitectura y paisajismo contemporáneos. Gustavo Gili [B]· Álvarez, D. (2007) El Jardín en la arquitectura del siglo XX . Editorial Reverté [B]· As Paisaxes do Home· Bell, P.A. Greene, T.C. Fisher, J.D. Baum, A. (2001) Environmental Psychology. Harcourt [B]· Bell, S. (1999) Landscape : Pattern, Perception and Process. London E.&Spon [B]· Bruse, M. (v.2009) Envi-met 3.1 Manual· Celik, Z. Favro, D. Ingersoll, R. (1994) Streets. Critical perspectives on Public Space . University of California Press [B]· Constant, C. (1994) The woodland cemetery toward a spiritual landscape, Erik Gunnar Asplund and Sigurd Lewerentz, 1915-1961. Byggförlaget [B]· Corner, J. ed. (1999) Recovering Landscape . Essays in Contemporary Landscape Architecture. Princeton University Press [B]· Forman, R.T.T. (1999) Land mosaics . The ecology of landscapes and regions. Cambridge University Press [B]· Givoni, B. (1998). Climate Considerations in Building and Urban Design . Van Nostrand Reinhold. [B]· Givoni, B. (1998). Climate Considerations in Building and Urban Design . Van Nostrand Reinhold. [B]· Habitar a paisaxe· Kirschenmann, J.C. (1984) Vivienda y Espacio Público. Rehabilitación Urbana y Crecimiento de la Ciudad. Gustavo Gili [B]· Krier, R. (2003) Town Spaces. Contemporary Interpretations in Traditional Urbanisms. Birkhäuser· Laurie, M. (1995) Introducción a la Arquitectura del Paisaje Barcelona G.G. [B]· López de Asiain, J. (2001) Arquitectura, ciudad, medio ambiente . Sevilla: Universidad de Sevilla [B]· Lynch, K. (1966) La Imagen de la Ciudad Ed. Infinito 1966 [B]· Lynch, K. (1980) La Planificación del Sitio Barcelona G.G. 1980 [B]· Marshall, S. (2005) Street Patterns . 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(1991) Architecture and Urban Space Proceedings of the Ninth International PLEA Conference, Seville Spain September 24-27, 1991. Kluwer Academic Publishers [B]· Anderson, S. (1978) On Streets . MIT Press· Chatzidimitriou, A. and S. Yannis (2004). Microclimatic Studies of Urban Open Spaces in Northern Greece . Proc. PLEA 2004, Eindhoven, Vol. 1 pp83-88· Dorothée, I. (1993) The modernist garden in France . Yale University (2008) Cusveller, S. Dijk, O. Schipper, K. ed. (2000) Remaking NL City, Landscape, Infrastructure. Amsterdam : S@M [B]· Jacobs, A.B. (1993) Great Streets . MIT Press [B]· Jenks, M. and N. Dempsey (2005). Future Forms and Design for Sustainable Cities . Architectural Press· Knaack, U. Klein, T. Bilow, M. (2008) Imagine deflatableables . Delft University of Technology [B]· Levy, Leah (1998) Kathryn Gustafson. Sculpting the land . Spacemakers Press [B]· Lim, C.J. Liu, E. (2010) Smartcities+Eco-warriors . Routledge· Magalef, R. (1998) Ecología . 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Recommendations

Subjects that it is recommended to have taken before

Urbanism 4/630G02032
Architectural Design 8/630G02036
Urbanism 5/630G02042

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

Owing to Higher Education regulations , the gender perspective must be incorporated in this subject

(*)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.