

## 1. BASIC DATA

Course	Introduction to contemporary Art and Architecture
Degree program	Architecture
School	School of Architecture, Engineering and Design
Year	First
ECTS	6 ECSS (150 hours)
Credit type	Basic
Language(s)	Spanish and English
Delivery mode	Face-to-face
Semester	Second semester
Academic year	2024-25
Coordinating professor	Miguel Luengo

## 2. PRESENTATION

The subject aims to analyze and study the architectural and artistic manifestations from the second half of the twentieth century and to the present, starting the student in the basic concepts of both by introducing them in their essential terminology. In addition to the analysis of the main trends, authors and paradigms of architecture and contemporary art.

The subject aims to initiate the student in knowledge and form the construction of a critical thought of Contemporary Architecture and Art, based on the understanding of the works and the basic problems posed by disciplines from the mid-twentieth century to the present.

Special emphasis is placed on the evolution of the course in the analysis of current architectural paradigms as a formal example of contemporary culture to provide students with a thorough and critical understanding of past and present reality in which they can develop their professional activity.

The subject must be considered as a unit, although it is divided into ART and ARCHITECTURE

## 3. COMPETENCES AND LEARNING OUTCOMES

**Basic Competences: 1, 2, 3, 4, 5**

- CB1. Students have demonstrated knowledge and understanding in their field of study that starts from the foundation of general secondary education, and is often found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.
- CB2: That the students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3. Students have the ability to collect and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.
- CB4. Students can communicate information, ideas, problems and solutions to a specialized and non-specialized audience.
- CB5. Students have developed those learning skills necessary to understand further studies with a high degree of autonomy.

**General Competences: 1, 2, 7**

- CG 1. Know the history and the theories of architecture, as well as the arts, technologies and human sciences related to it.
- CG2: Know the role of the fine arts as a factor that can influence the quality of the architectural conception.
- CG 7. Understand the relationships between people and buildings, and between buildings and their surroundings, as well as the need to relate buildings and spaces between them based on needs and the human scale.

**Transversal Competences: 1, 2, 3, 4, 5, 7, 9, 10**

- CT1: Responsibility: Ability or ability to deal with the responsibility that is aware of the role that the profession of architect has in society, in particular developing projects that take into account social and environmental factors.
- CT2: Self-confidence.
- CT3: Awareness of ethical values: Ethical commitment, which includes the understanding and knowledge of the rights and obligations of individuals and professionals, promoting respect for human rights, protection of the weakest sectors of society and respect to the environment.

- CT4: Communication skills in the native language (either by oral or written means) and in the English language, according to the ideology of the European University of Madrid, any concept or specification specific to the development of the regulated profession of Architect. This will include learning the specific vocabulary of the degree. This ability includes the ability to manage information.
- CT5: Interpersonal understanding.
- CT7: Teamwork: Ability to work in teams of architects, or in interdisciplinary teams (with responsibilities shared in many cases), managing and planning work groups, necessary in the scheme of skills and work that defines a project of a certain size in which various disciplines converge. This ability includes interpersonal relationship skills and team leadership capacity.
- CT9: Planning and time management: Ability to plan work in the need to meet deadlines and respect the limits imposed by budgetary factors and construction application regulations.
- CT10: Innovation and creativity: Creativity, imagination and aesthetic sensibility in design walks, satisfying both aesthetic and technical requirements. This competence includes critical reasoning and historical culture.

**Specific competences:**

- EC 48: Adequate knowledge of the general theories of form, composition and architectural types.
- EC 54: Adequate knowledge of aesthetics and theory and history of fine arts and applied arts.

**Learning outcomes:**

- RA 1: Analyze rigorously the works of art and architecture of the second half of the 20th century and up to the present.
- RA 2: Know the paradigmatic architectural and artistic works of this period and understand the reasons why they are considered reference models.
- RA 3: Applies the transversal use of theoretical knowledge to practical experiences and publicly articulates the results in an objective, rigorous and precise manner.
- RA 4: Applies the transversal integration of the contents of the subject with those provided in other subjects.

- RA 5: Demonstrates ability to perform teamwork on program topics that can be treated with the problem-solving methodology.
- RA 6: Demonstrates ability to perform search, analysis and synthesis of information related to the contents of the subject in a systematic, rigorous and autonomous way

The table below shows the relationship between the competences developed in the subject and the learning outcomes pursued:

Competences	Learning outcomes
CB1, CB3, CG1, CE48, CE54	RA1: Analyze rigorously the works of art and architecture of the second half of the 20th century and up to the present.
CB3, CG1, CG2, CG3, CT4, CE48, CE54	RA2: Know the paradigmatic architectural and artistic works of this period and understand the reasons why they are considered reference models.
CB2, CB3, CB4, CG1, CG2, CG3, CT2, CT4, CT9,	RA3: Applies the transversal use of theoretical knowledge to practical experiences and publicly articulates the results in an objective, rigorous and precise manner.
CG3, CG5, CT3, CT10, CE48, CE54	RA4: Applies the transversal integration of the contents of the subject with those provided in other subjects.
CB2, CB3, CB5, CT4, CT5, CT7, CT9, CT10	RA5: Demonstrates ability to perform teamwork on program topics that can be treated with the problem-solving methodology.
CB1, CB3, CB5, CG1, CT2, CT4, CE48, CE54	RA6: Demonstrates ability to perform search, analysis and synthesis of information related to the contents of the subject in a systematic, rigorous and autonomous way

## 4. CONTENT

The subject is organized into three learning units (UA 1, 2 and 3) which, in turn, are divided into topics:

### UA 1 / Nature and Technology in Contemporary Architecture

- Topic 1 / Introduction to general concepts: Nature, Technology, Materiality
- Topic 2 / The relation between Architecture and Nature

- Topic 3 / The relation between Architecture and Technology

#### **UA 2 / Symbolism, Function and Time in Contemporary Architecture**

- Topic 4 / The relation between Architecture and Symbolism
- Topic 5 / The relation between Architecture and Functionality
- Topic 6 / The relation between Architecture and Time (pavilions, temporary structures...)

#### **UA 3 / Contemporary Art**

- Topic: 7 / Space and Territory. Art and Architecture
- Topic 8 / Art, and Activism / Gender, Body and Sexuality
- Topic 9 / Cultural Industry and moving image

## **5. LEARNING METHODOLOGIES**

The following are the types of teaching/learning methodologies to be applied:

- Guided work, practical exercises and problema solving
- Team work
- Autonomous work
- Tutoring, academic monitoring and assesment

## **6. TRAINING ACTIVITIES**

The distribution of types of training activities and the time spent on each of them are detailed below:

#### **Face-to-face modality:**

<b>Type of training activity</b>	<b>Hours</b>
Master classes	25 h
Guided work, practical exercises and problem solving	50 h
Works presentation	0 h
Team work	0 h
Autonomous work	50 h

Tutoring, academic monitoring and assessment	25 h
Lab works	0
Professional practice	0
<b>TOTAL</b>	<b>150 h</b>

## 7. EVALUATION

The table below shows the activities that can be evaluated, the evaluation criteria for each of them, and their weight in the total grade of the subject

Assesment criteria	Weight (%)
Master classes, Teamwork, Autonomous work, Guided work, practical exercises, and problem solving, Tutoring, academic monitoring and assessment	90%
Porfolio of class Works and class participation (Teamwork, Autonomous work, Guided work, practical exercises, and problem solving, Tutoring, academic monitoring and assessment)	10%

In the Virtual Campus, when you access the course, you will be able to see in detail the statements of the activities you will have to carry out, as well as the procedure and the date of delivery of each one of them.

### 1.1. Ordinary call

The continuous evaluation system is applied and, in particular, weighting and assessing the results obtained after the application of the following evaluation procedures: Contributions and participation / Individual or group development of proposals / Participation in debates / Case analysis / Exercises Writings / Evaluation tests / Oral presentations.

**Class attendance is mandatory and in order to pass the subject, all class activities and exercises must be approved. Punctual attendance to more than 75% of classes and activities is mandatory (if class attendance and scheduled course activities were <75%, the ordinary call is automatically lost and the student goes to resit call), the student must have at least one correction per activity, and 100% of the exercises must also be delivered.**

To pass the subject in ordinary call you must have followed the course regularly (> 75% attendance) and obtain a grade equal to or greater than 5/10. In this sense, it is a condition to overcome with a minimum of 5/10 each of the two partial tests of knowledge, in its sections of architecture and art, and that the sum of qualifications of the rest of individual or collective activities is greater than or equal to 5/10.

### 1.2. Resit call

To pass the subject in ordinary call you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject. The average will only be applied in cases in which a minimum of 5.0 out of 10.0 has been obtained in all the works submitted.

The activities not exceeded in ordinary call must be delivered, after having received the corresponding corrections to them by the teacher, or those that were not delivered throughout the course

## 8. SCHEDULE

A weekly dynamic work development is carried out, with intermediate critical sessions at the end of each activity.

This section indicates the schedule with delivery dates of evaluable activities of the subject:

Graded activities	Date
UA1-2/ Activity 1. Master sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation	Weeks 1 to 19
UA1-2/ Activity 2. Master Sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation	Weeks 1 to 19
UA1-2/ Activity 3. Autonomous work. Tutoring, academic monitoring and evaluation	Weeks 13 and 20

UA3 / Activity 4. Master Sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation	Weeks 3 to 11
UA 3/ Activity 5. Master Sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation	Week 12
UA 3/ Activity 6. Directed work / Autonomous work. Tutoring, academic monitoring and evaluation	Weeks 3 to 11
UA 1-2-3/ Activity 7. Master Sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation	Weeks 1 to 19

**This schedule may undergo modifications for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.**

## 9. BIBLIOGRAPHY

The recommended bibliography is listed below:

- APARICIO GUIADO, Jesús María, *Construir con la razón y los sentidos*, Nobuko, Buenos Aires, 2008
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- MONTANER, J. M. *Las formas del siglo XX*. Barcelona, Gustavo Gili, 2002
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- SOLÁ-MORALES, Ignasi de, *Diferencias. Topografía de la arquitectura Contemporánea*, Gustavo Gili, Barcelona, 2003
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### ART

- ALBERRO, A. & STIMSON, B. (eds.) *Conceptual Art: A Critical Anthology*, Cambridge: MIT Press, 2000.



- BISHOP, Claire, *Participation. Documents of Contemporary Art*, Whitechapel Gallery and the MIT Press, 2006
- BUTLER, Judith, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge, 1990
- FOSTER, Hal, KRAUSS, Rosalind, BOIS, yve-alain and BUCHLOH, Benjamin H.D., *Art Since 1900: Modernism, Antimodernism, Postmodernism. Volume 2: 1945 to the Present*. New York: Thames & Hudson, Inc., 2004. ISBN 0-500-28534-9 (pbk.)
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- GROVIER, K. *Art Since 1989*, London: Thames & Hudson, 2015
- HEARTNEY, E. *Art & Today*, New York: Phaidon, 2013
- LIPPARD, L: *Six Years: The Dematerialization of the Art Object from 1966 to 1972*, University of California Press; Reprint edition (1 Feb. 1997)
- NOCHLIN, Linda, *Women, Art and Power and Other Essays*, Thames and Hudson, London 1988

## 10. DIVERSITY CARE UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.