Universidad Europea

1. BASIC DATA

Subject	**ARCHITECTURE AND ART OF THE 20 AND 21 CENTURIES**
Degree	Architecture
School	School of Architecture, Engineering and Design
Year	Second
ECTS	6 ECTS (150 hours)
Type	Basic
Language/s	Spanish and English
Modality	Face-to-face
Semester	First semester
Academic Course	2025/2026
Coordinator	Miguel Luengo
Professor/s	Miguel Luengo

2. PRESENTATION

The course aims to analyze and study the artistic manifestations of the twentieth century to the present, examining the range of new expressive forms that emerged in the past century - architecture, painting and sculpture -

The subject aims to initiate knowledge and train the construction of a critical thought of Architecture and Art, based on the understanding of the works and the basic problems stated by disciplines from the late nineteenth 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.

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: 48, 49, 53, 54, 57

• EC 48: Adequate knowledge of the general theories of form, composition and architectural types.

• CE 49: Adequate knowledge of the general history of architecture.

• CE 53: Adequate knowledge of the architectural, urban and landscape traditions of Western culture, as well as its technical, climatic, economic, social and ideological foundations.

• EC 54: Adequate knowledge of aesthetics and theory and history of fine arts and applied arts.

• EC 57: Adequate knowledge of urban sociology, theory, economics and history

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, CE 49, CE 53, 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, CE 49, CE 53, CE54, CE 57	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, CE 49, CE 53, CE54, CE 57	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, CE 49, CE 53, CE54, CE 57	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

3. CONTENT

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

UA 1. The avant-garde and Masters of the architecture of the s. XX. Mechanicism and Organicism

_ Topic 1 / The Architecture of Steel and the Chicago School
_ Topic 2 / Frank Lloyd Wright
_ Topic 3 / Adolf Loos
_ Topic 4 / Architectural avant-garde movements (Futurism, expressionism, Neoplasticism and Constructivism)
_ Topic 5 / The Bauhaus

UA2. Project strategies in Architecture from 1919 to 2022

_ Topic 6 / Le Corbusier
_ Topic 7 / Mies Van Der Rohe
_ Topic 8 / Alvar Aalto, Louis Kahn
_ Topic 9 / Radical Architecture
_ Topic 10 / Rem Koolhaas

4. 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

5. TRAINING ACTIVITIES

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

Face-to-face modality:

Type of training activity	Hours	Use of AI
Master classes	25 h	Allowed
Guided work, practical exercises and problem solving	37.5 h	Not Allowed
Works presentation	12.5 H	Assessed
Team work	12.5 h	Assessed
Autonomous work	37.5 h	Promoted
Tutoring, academic monitoring and assessment	25 H	Not Allowed
TOTAL	**150 h**	

Further details regarding the AI use policy will be published through the campus virtual platform once the course has begun.

For AI-generated content, students must provide the name and version of the tool, the purpose of its use, and examples of the literal indications or reference images used.

AI Use Policy

The use of AI tools is not permitted in certain activities (as will be shown in the Classroom Program), but the conscious use of artificial intelligence (AI) in other activities is encouraged and may have a clear impact on assessment.

Students may consider using AI tools for tasks such as:

- Creating drafts of content, although their use is discouraged due to the analytical and critical skills inherent to architects.

- Generating slides for presentations.

- Generating designs to be used as reference for new architecture, which will be represented with plans, sections, and elevations drawn by the student without AI. This is also a delicate matter, as we must be able to design without AI.

As stated above, all use of AI tools must be adequately described in the “References” entry of the activity portfolio.

6. 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%

Portfolio 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.

7.1. Ordinary call

The continuous evaluation system is applied and, in particular, 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 all class activities and exercises must be graded at least 5/10 in order to pass the subject. Punctual attendance to more than 75% of classes and activities is mandatory (if class attendance and scheduled course activities should be less than 75%, the ordinary call is automatically lost and the student goes to the resit -July- call). Each activity should be corrected at least once, and 100% of the exercises must be delivered.

To pass the subject in ordinary call the student must have followed the course regularly (> 75% attendance) and he/ she must obtain a grade equal to or greater than 5/10. Students must pass each the course test with a minimum of 5/10. The average qualification of each of the individual or collective activities must be higher or equal to 5/10.

7.2. Resit call

To pass the subject in ordinary call students must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (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.

If the attendance is below 75% and/or not every assignment/test is passed then this RESIT CALL applies. Everything addressed in the course should be delivered. Students must submit all the exercises that they failed in the ordinary call (after having received the corresponding corrections by the lecturer) and or those that were not were not submitted throughout the

course and do a resit exam that includes everything addressed in the course (bibliography included).

7. 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 17
UA1-2/ Activity 2. Master Sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation	Weeks 8 to 12
UA1-2/ Activity 3. Autonomous work. Tutoring, academic monitoring and evaluation	Weeks 9 and 14
UA3 / Activity 4. Master Sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation. Architecture exam	Weeks 2 to 12
UA 3/ Activity 5. Master Sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation. Art public presentations	Weeks 5 to 12
UA 3/ Activity 6. Directed work / Autonomous work. Tutoring, academic monitoring and evaluation. Art essay-Interview	Weeks 4 to 14
UA 3/ Activity 7. Master Sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation. Art final exam	Weeks 3 to 12
UA 1-2-3/ Master Sessions. Directed work, practical exercises and problem solving. Autonomous work. Tutoring, academic monitoring and evaluation. Portfolio Art+Architecture	Weeks 1 to 17

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

8. BIBLIOGRAPHY

The recommended bibliography is listed below:

Architecture

• COLQUHOUN, Alan. Modern Architecture. A Dispassionate History. Ed. Gustavo Gili. 2005

• CORTÉS, Juan Antonio. Delirious and More I and II. THE SKETCH. OMA Rem Koolhaas Monographs I and II, 2006

• CORTÉS, Juan Antonio. New Consistency. [Formal and Material Strategies in the Architecture of the Last Decade of the 20th Century]. Series: Architecture and Urbanism, No. 46. University of Valladolid. 2003

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• CURTIS, William J. R. Modern Architecture Since 1900. Phaidon Press Limited. Third edition, 2006

• GIDEON, Sigfried. Space, Time and Architecture [Origin and Development of a New Tradition]. USA. University Studies in Architecture No. 17. 6th Edition, Reverté Publishing House, Barcelona, 2009

• KOOLHAAS, Rem. Delirium of New York. Gustavo Gili Publishing House. 2004

• LAMBERT, Phyllis. Immersion in Mies: The American Period. AV Monographs. No. 92, 11/12, 2001

• LE CORBUSIER. Towards an Architecture. Apostrophe Publishing House, 1998

• LUENGO ANGULO, Miguel. Radical Architecture. Diseño Publishing House, 2021

• MONTANER, Josep María. Architecture, Art, and Thought of the 20th Century. Gustavo Gili Publishing House. 1997

• MONTANER, Josep María. The Forms of the 20th Century. Gustavo Gili Publishing House. 2002

• MONEO, Rafael. Theoretical Concern and Design Strategy [in the work of eight contemporary architects]. Actar, Barcelona, 2004

• PALLASMA, Juhani. An Architecture of Humility. La Cimbra 8 Collection. Caja de Arquitectos Foundation. 2010

• SOLÁ-MORALES, Ignasi de. Differences. Topography of Contemporary Architecture. Gustavo Gili, Barcelona, 2003

• VENTURI, Robert. Complexity and Contradiction in Architecture. Gustavo Gili Publishing House. 1999

• ZEVI, Bruno. Frank Lloyd Wright. Gustavo Gili Publishing House. 4th Edition, 1990

9. DIVERSITY CARE UNIT

Students with specific educational support needs:
Adaptations or curricular adjustments for students with specific educational support needs, in order to guarantee equal opportunities, will be guided by the Diversity Attention Unit (UAD).

The issuance of a report of curricular adaptations / adjustments by said Unit will be essential, so that students with specific educational support needs should contact through: unidad.diversidad@universidadeuropea.es at the beginning of each semester.

COURSE WORK PLAN

HOW TO COMMUNICATE WITH YOUR PROFFESOR?

When you have a question about the contents or activities, do not forget to write it in the forums of your subject so that all your classmates can read it.

It is possible that someone has your same doubt!

If you have any questions exclusively addressed to the teacher you can send a private message from the Virtual Campus. In addition, in case you need to delve into some topic, you can agree on a tutorial.

It is convenient that you regularly read the messages sent by students and teachers, as they constitute another way of learning.