

1. BASIC INFORMATION

Course	Urban Areas and Sustainable Design
Degree program	Bachelor's in the Fundamentals of Architecture
School	Architecture, Engineering and Design
Year	2nd
ECTS	6 ECTS basics (150 hours)
Credit type	Compulsory
Language(s)	80% English 20% Spanish
Delivery mode	Classroom
Semester	1st
Academic year	2024/2025
Coordinating professor	Francisco Javier González González

2. PRESENTATION

The major focus of this course is the study of THE CITY AND ITS NEIGHBOURHOODS AS HABITABLE SPACES. The program devoted to the knowledge of and intervention in residential areas where the conditions of HABITABILITY are explicit. We will study these conditions by concentrating on two fundamental aspects: the sustainability of both urban metabolism in general and the quality of the urban environment in particular, and the ability of the residential space to become a space of coexistence, where the integration and articulation of social diversity is possible.

To objectify as much as possible these conditions of habitability of residential space, a series of key issues are proposed throughout the course, to be applied in a diverse way in the development of instruments for the urban integrated regeneration either on the renovation of spaces with proposals for new ground plans or in consolidated spaces to be rehabilitated.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1 That students have demonstrated knowledge and understanding in a field of study that is based on general secondary education, at a level which, although supported by advanced textbooks, imply some knowledge of the latest advances in their field of study.
- CB2 That 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 defence of arguments and the resolution of problems within their field of study.
- CB3 That students have the ability to gather and interpret relevant data (usually within their field of study) to make judgements that include reflection on relevant social, scientific or ethical issues.
- CB4 That students can communicate information, ideas, problems and solutions to both the specialist and non-specialist.
- CB5 That students have developed the necessary learning skills to undertake further studies with a high level of autonomy.

- CG1 Knowledge of the history and theories of architecture and the related arts, technologies and human sciences;
- CG3 Knowledge of urban design, and the skills involved in the planning process;
- CG7 Understanding of the relationship between people and buildings, and between these and their environment, and of the need to relate buildings and the spaces to human needs and scale.

Cross-curricular competencies:

- CT01 Responsibility: aptitude or capacity to face responsibility that the profession of architect has in society, particularly when elaborating projects that take into consideration social and environmental factors.
- CT02 Self-confidence.
- CT03 Awareness of ethical values: ethical commitment, which includes the understanding and knowledge of the rights and duties of individuals and professional people, fostering respect for human rights, the protection of the most vulnerable members of society and respect for the environment.
- CT04 Communication skills in the native language (both oral and written) and in the English language, in accordance with the principles of the Universidad Europea de Madrid, any concept or specification for the development of the regulated profession of architect. This includes learning the specific vocabulary of the degree as well as the ability to manage information.
- CT05 Interpersonal skills.
- CT06 Flexibility
- CT07 Teamwork: ability to work in teams of architects, or in interdisciplinary teams (with shared responsibility in many cases), managing and planning work groups that are necessary in the scheme of competencies and tasks that are defined for projects of a certain scale, in which several disciplines come together. This ability includes skills for interpersonal relations and team leadership.
- CT08 Initiative and the spirit of an entrepreneur, both in the area of architecture as well as in business.
- CT09 Planning and time management: ability to plan work in order to comply with delivery times and to respect the limits imposed by budgets and building codes.
- CT10 Innovation and creativity: creativity, imagination and aesthetic sensitivity applied to the design in order to satisfy both the aesthetic and technical demands. This competence includes critical reasoning and historical culture.

Specific competencies:

- CE35 Ability to solve passive environmental conditioning, including thermal and acoustic insulation, climate control, energy efficiency and natural lighting.
- CE38 Ability to design, put into practice and develop urban projects.
- CE40 Ability to develop functional programs for buildings and urban spaces
- CE42 Ability to exercise architectural criticism.
- CE46 Ability to apply urban planning regulations and ordinances.
- CE47 Ability to carry out environmental, landscaping and environmental impact correction studies.

Learning outcomes:

- LO1 Has developed the skills to design and plan city areas for residential use.
- LO2 Understands in detail the structure and morphology of the different types of urban fabric.
- LO3 Understands the current social dynamic in these matters and its influence on the urban landscape.
- LO4 Understands the ecological cycles in urbanised areas within the city limits.
- LO5 Includes the environmental sustainability of city areas in the project.
- LO6 Defines planning instruments for urban areas, with a broad understanding of their meaning and possibilities.
- LO7 Creates and projects public spaces emphasising a focus that integrates a system of open spaces into the city as a whole.
- LO8 Design housing complexes from the different degrees of defined privacy.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB, CB4, CG3, CG7,CT3,CT4,CT7,CT10,CE38,CE40,CE46,CE47	LO1 Has developed the skills to design and plan city areas for residential use.
CB3,CB4,CG3,CT9,CE42	LO2 Understands in detail the structure and morphology of the different types of urban fabric.
CB3,CB4,CG3,CG7, CT1,CT3,CT9,CE42	LO3 Understands the current social dynamic in these matters and its influence on the urban landscape.
CB3,CB4,CG3,CG7, CT1,CT3,CT9,CE47	LO4 Understands the ecological cycles in urbanised areas within the city limits.
CB1, CB2, CB3, CB4, CG3, CG7, CT3, CT4, CT7,CT10,CE38,CE40,CE42,CE46, CE47	LO5 Includes the environmental sustainability of city areas in the project.
CB1, CB2, CB3, CB4,CB5,,CG1, CG3,CG7, CT1,CT2,CT3,CT4,CT5,CT6,CT7,CT8, CT9,CT10,CE38,CE40,CE42,CE46	LO6 Defines planning instruments for urban areas, with a broad understanding of their meaning and possibilities
CB1, CB2, CB3, CB4,CB5,,CG1, CG3,CG7, CT1,CT2,CT3,CT4,CT5,CT6,CT7,CT8, CT9,CT10,C3E38,CE40,CE42,CE46	LO7 Creates and projects public spaces emphasising a focus that integrates a system of open spaces into the city as a whole.
CB3,CB4,CG3,CG7, CT1,CT3,CT9,CE46	LO8 Design housing complexes from the different degrees of defined privacy

4. CONTENT

The subject is organized in four learning units:

1. Decoding the neighborhoods.
 - 0.1. Buildings and plots
 - 0.2. Plots and apples
 - 0.3. Apples and streets.
2. Neighborhood with Leitmotif

- 2.1. Analysis of Eco-neighborhoods
 - 2.2. Free spaces: complexity and urban meaning.
 - 2.3. Geometry of the street system. Types of public space networks. Relationship with the building
 - 2.4. Proximity mobility. Rationalize the use of private vehicles
 - 2.5. Residence + uses with centrality. Relationship with pedestrian and cycling routes
3. Sustainable Urban Regeneration II. The built space
- 3.1. Superblocks and building types.
 - 3.2. The space between buildings (public and private). Relations between buildings and ground floor. Spaces for social cohesion
 - 3.3. Sustainable urban design strategies on the superblock scale.
 - 3.4. Co-design and social participation in urban regeneration
 - 3.5. Evaluation of sustainability indicators for the improvement of urban metabolism and social cohesion.
4. Public + sustainable space. Society / environment / economy / Governance
- 4.1. Stay situations and diversity.
 - 4.2. Elements to generate habitability conditions
 - 4.3. Improvement proposals

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures
- Guided studies, practical exercises, problem-solving
- Independent study/work
- Tutorials, academic monitoring and assessment

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	25 h
Guided studies, practical exercises, problem-solving	50 h
Team work	50 h
Independent study/work	25 h
Tutorials, academic monitoring and assessment	25 h
TOTAL	

Online mode:

Learning activity	Number of hours
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TOTAL	

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Activities	75%
Exams	20%
Performance, participation, portfolio	5%

Online mode:

Assessment system	Weight

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1	Week-1-4
Activity 2	Week 5-8
Activity 3	Week 9-12
Activity 4	Week 13-15

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- ARTHURSON, K. (2002). Creating inclusive communities through balancing social mix: A critical relationship or tenures link? *Urban Policy and Research*, 20(3), 1–29, 2002.
- BOOTH, N.K., *Basic Elements of Landscape Architectural Design*. Oxford: Elsevier, 1983.
- CARMONA, M. Contemporary Public Space: Critique ification, Part One: Critique; *Journal of Urban Design*, Vol. 15. No. 1, 123–148, February 2010.
- CARMONA, M. Contemporary Public Space, Part Two: Classification *Journal of Urban Design*, Vol. 15. No. 2, 157–173, May 2010.
- CUTHBERT, A. R. Urban design: requiem for an era–review and critique of the last 50 years. *Urban Design International*, 12 (4), 177-223. 2007.
- GOFFMAN, E. *Behavior in public places: Notes on the social organization of gatherings*.

New York/London: The Free Press, 1963.

- NEWMAN, O. Defensible Space A New Physical Planning Tool for Urban Revitalisation, *Journal of the American Planning Association*, 61, 149–55. 1995.
- WHYTE, H. W. The social life of small urban spaces. New York: Project for Public Spaces, 2004. ISBN 097063241X (original publication: 1980).

The recommended Bibliography is:

- ANDERSEN, H. T. *The new urban politics of Europe: The area-based approach to regeneration policy*. In Andersen H. T.; van Kempen R. (Eds.), *Governing European cities; social fragmentation, social exclusion and urban governance*. London: Aldershot, 2001.
- BOSSELMANN, P. et al. *Sun, Wind and Comfort: A Study Of Open Spaces and Sidewalks in Four Downtown Areas*. Berkley: University of California Press, 1984.
- CANTER, D. *The Psychology of Place*, London: Architectural Press, 1977.
- CARMONA, M.; TIESDELL, S.; HEATH, T.; TANNER, O. *Public Places, Urban Spaces. The Dimensions of Urban Design*. London: Routledge, 2010. ISBN 978 1856 178273 (Original publication: 2003).
- CASTELLS, M. *The Power of Identity*. Oxford: Blackwell, 1997.
- CAVANAGH, S. *Women and urban environment in Ed. Greed C. and Roberts, M. Introducing Urban Design. Interventions and responses*. Harlow: Longman, 1998.
- DAY, K. *Introducing gender in the critique of privatized public space*, *Journal Of Urban Design*, 4 (2) 155-178. 1999.
- FORREST, R.; KEARNS, A. *Social cohesion, social capital and the neighbourhood*. *Urban Studies*, 38 (12), 2125–2143. 2001.
- ROBERTS, P. “The evolution, definition and purpose of Urban Regeneration”, in Roberts, P. Sykes, H. and Granger, R. (Eds), *Urban Regeneration: A Handbook, London–Thousand Oaks–New Delhi: Sage, 2016. pgs. 9–37*
- STOUTEN, P. *Changing Contexts in Urban Regeneration. 30 Years of Modernisation in Rotterdam*, Amsterdam: Techne Press, 2010.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

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.