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| Teacher(s) | Vanderstraeten Pierre ; |
| Language : | French |
| Place of the course | Bruxelles Saint-Gilles |
| Main themes | <p>This course builds on knowledge already covered in the Bachelor's degree.</p> <ul style="list-style-type: none"> • the relationships between town planning (imagined and applied) and urbanisation (produced) • the relationships between geography, networks and urban forms • the relationships between regions and social cohesion • the relationships between town planning and natural and landscape resources • the forms of interaction : economic arguments, stakeholder systems, political decision making |
| Learning outcomes | <p>At the end of this learning unit, the student is able to :</p> <p>Specific learning outcomes: By the end of this course, students are able to</p> <ul style="list-style-type: none"> • recognise and understand the models and theories which inform the way in which we look at urbanised regions. • analyse a complex construction situation <ul style="list-style-type: none"> - by referring to its structural elements (topic 2), the underlying theoretical and political models (topics 1 and 4) - by making hypotheses on the technical, social and economic interactions which have produced it (topics 3 and 5). • contribute to the collective formulation of planning projects, understanding the issues for each of the players and being familiar with the general processes of development planning. <p>Contribution to the learning outcomes reference network:</p> <p>Build knowledge of architecture</p> <ul style="list-style-type: none"> • Be familiar with and analyse the discipline's basic references • Develop knowledge and become an active participant in the learning process <p>Place the action</p> <p>1</p> <ul style="list-style-type: none"> • Recognise, observe and produce critical assessments of the targeted environments and contexts • Identify and analyse the paradigms on which the study is based according to various given methods and starting from various points of view • Formulate questions relating to the development of the context being studied to make working hypotheses <p>Make use of other subjects</p> <ul style="list-style-type: none"> • Seek out other approaches, exchanges of views and ways of enhancing thinking about architecture • Make strategic use of other subjects to put into question the design and implementation of an architectural project <p>Express an architectural procedure</p> <ul style="list-style-type: none"> • Express ideas clearly in oral, graphic and written form <p>Adopt a professional attitude</p> <ul style="list-style-type: none"> • Act as an independent player able to understand the framework of his/her mission, and the responsibilities towards third parties as well as his/her legal obligations <p>Make committed choices</p> <ul style="list-style-type: none"> • Activate and develop an ethical sense through approaches to architecture • Develop awareness of the political meaning of the work of an architect and his/her responsibility towards society |

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| <p>Content</p> | <p>The course of 'Architecture, city and territory: theories and methods of urbanism' constitutes the last course of this area of knowledge.</p> <p>It is organized in thematic work sessions aiming at the production of an analysis of a territory faced to contemporary development challenges. Each session includes a theoretical and a methodological framework and also an applied exercise. They lead the students working in teams to the achievement of a booklet A3 which synthesizes all approaches and reflections and which is delivered during the January exam session. The presentations and the exercises successively approach the 6 following topics :</p> <ul style="list-style-type: none"> • Political ambition and planning. • Activities of the city and logics of location. • Living together at different scales. • Mobility of goods, people and informations. • Natural environment and landscape. • Future-oriented scenarios based on the 'Twin tracks' model. <p>Insofar as learning to read a practice site will be developed in the course of architecture, links can be usefully drawn between the two courses.</p> |
| <p>Bibliography</p> | <ul style="list-style-type: none"> • BARTON H., GRANT M., GUISE R., 2003, <i>Shaping neighbourhoods, a guide for health, sustainability and vitality</i>, ed. Spon Press. • CARMONA M., HEATH T., OC T., TIESDELL S., 2003, <i>Public places – Urban spaces: the dimensions of urban design</i>, ed. Architectural Press. • CULLEN G., 1961, <i>The concise townscape</i>, ed. Architectural Press. • DONZELOT J., MONGIN O., 2004, <i>La ville à trois vitesses: gentrification, relégation, périurbanisation</i>, revue Esprit, n°303. • FREY H., 1999, <i>Designing the city ; towards a more sustainable urban form</i>, ed. E & FN Spon. • GEHL J., SVARRE B., 2013, <i>How to study public life</i>, ed. Island press. • HILLIER B., HANSON J., 1984, <i>The social logic of space</i>, Cambridge University Press. • JACOBS J., 1991, <i>Déclin et survie des grandes villes américaines</i>, éd. Mardaga. • LACONTE P., 2003, <i>La gare et la ville ; grands axes et réseau express régional : enjeux et perspectives</i>, Fondation pour l'environnement urbain, éd. du Perron. • REMY J., 1974, <i>Scénarios de vie urbaine</i>, in revue A+. • ROGERS of RIVERSIDE R., 1999, <i>Towards an urban renaissance</i>, final report of the urban task force, ed. Spon Press. • WIEL M., 1999, <i>La transition urbaine ou le passage de la ville pédestre à la ville motorisée</i>, éd. Mardaga. |
| <p>Faculty or entity in charge</p> | <p>LOCI</p> |

| Programmes containing this learning unit (UE) | | | | |
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| Program title | Acronym | Credits | Prerequisite | Learning outcomes |
| Master [120] in Architecture (Bruxelles) | ARCB2M | 3 | |  |