

COURSE OUTLINE

(1) GENERAL

SCHOOL	ARCHITECTURE		
ACADEMIC UNIT	ARCHITECTURE		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	APY 302	SEMESTER	3rd
COURSE TITLE	ARCHITECTURE AND THE CITY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Analytical Projectiles, Presentations	6	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge.		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

This seminar course emphasizes the significance of reading and writing for urban design praxis. The course is set within the curriculum at a critical moment. It aims at preparing students to engage with progressively more complex agendas for the urban realm. Respectively, readings included in this first theoretical investigation of the city integrate multiplicities of cross-disciplinary approaches, often framing contrasting viewpoints. In such a discursive context, students are expected foremost to reject trivial stereotypes towards urban design, and to bypass commonplace tendencies that usually involve the passive adoption of design idioms devoid of meaning for their studio work. In other words, through the recommended literary sources and writing exercises, it is expected that we may avert ordinary phenomena observed in early-stage architecture classes, primarily the uncritical imitation of forms. This refers to the embracing of stylistic mannerism and the reproduction of formalist recipes – performed without any deeper understanding of respective intellectual contents; of a historical basis or related influences and factors that have produced certain morphologies.

Through the course, students are exposed to a number of heterogeneous texts on the urban phenomenon, the city, and are introduced to notions of urbanity and urbanism. The course

extends to interdisciplinary writings with a strong theoretical and critical dimension. It orients towards the challenges of the field of “urban studies,” reaching beyond the normative contexts of architectural education.

Structure: After an introductory phase, the addressed literature covers representative texts from the past two centuries leading to modernity, ultimately arriving at our contemporary urban phenomena. Simultaneously, the reading list expresses a strong interest in historically recurring issues on the urban condition and evokes timeless reflections on its problematics with a historical depth reaching back to millennia. The syllabus engages with the positions of notable thinkers from disciplines transcending architecture, with diverse and often conflicting agendas and initiatives. As an indication only, texts may derive from the fields of history, philosophy, sociology, political economy, literature, the fine arts, psychology or psychoanalysis. Respectively, the reading list includes authors from within the field of architectural and urban design – or broader scales, such as regional planning. Texts explore aspects of the urban; its emergence, formation, structure, organization, interaction, and modes of operation (or complications thereof) under often contradictory perspectives or initiatives – such as ideological, revolutionary, investment-oriented, commercial, humanitarian, political, totalitarian, and even redemptive or theological.

Activity: Students follow the respective readings and thematic lectures. They participate with presentations and group discussions in-class. On a different frontier, students undertake field work leading to analysis projectiles of short duration. Students prepare weekly journals individually, i.e. they systematically submit concise essays and short reviews of assigned texts. They are encouraged to investigate further literature sources and are expected to work on research papers on topics approved by with their respective tutors. A final written examination is given. A printed booklet is submitted – along with its digital version – containing all research work, accompanied by all texts and field projects prepared during the course of the semester.

Rephrasing, the objectives of the course are:

- To introduce students to the histories of urban planning and the city;
- To bring students closer to notions of the ‘urban phenomenon’ engaging various research fields;
- To argue for interdisciplinary approaches as a precondition for urban design efforts;
- Through selected readings, to offer stimuli that may deepen the perceived intersections of urban design with further fields of thought (such as cultural geography, urban sociology, post-structuralism, etc.) and to clarify relationships, interactions, distinctions or boundaries;
- To develop critical positions toward theoretical approaches through individual writing assignments and presentations.
- To set foundations for further elaboration of individual research interests.
- To develop bibliographic research skills, as well as writing skills.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

Others...

- Team work
- Decision-making
- Working independently

- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations

(3) SYLLABUS

The weekly schedule of lectures in the 2016-17 approach to the above course description:

Week 1. Introduction:

Overview of the semester structure and review of the lecture series. Understanding the course within the context of the educational curriculum. The city as a conceptual notion and as a material entity. The *polis* etymologically and teleologically. The urban as a design field. Introduction to the individual scales of operation in planning and urban design. The emergence of urbanization. Short historic survey of the first communities and civic entities. The contemporary city. Movie: The Human Scale. Outset of first field-exercise.

Week 2. The city in history:

The city's origins: historical survey, the founding of cities, the imaginary. The city as the opposite of nature. Greek city-state. City and democracy: the case of ancient Athens. Philosophical thinking about the city. Medieval city and power. Renaissance Italian cities and humanism. Industrial revolution and the establishment of urban design as a "scientific" field. Presentation of student work / field exercise.

Week 3. The great leap: from the traditional to the "generic" city:

Presentation of the city of Savannah, Georgia, U.S.A. The genesis of the modern city. Industrial Revolution and the first cities. The Modern Movement and the proposal of architecture for a new urban organization. The post-war period and modes of rapid urbanization. Current theories and approaches of the urban phenomenon. The end of the traditional city? Theorizing the generic. Focus of the Venice 2008 on the city. Signature architecture (starchitecture) and worldwide competitiveness between cities. Second presentation of student work / field exercise.

Week 4. Social forces, anthropology and the urban:

Introduction to aspects of sociology, anthropology and urban sociology. Historical and bibliographical overview: from the Chicago School to current trends and approaches. Important cases of analysis and research. From global to local. The history of urban sociology in Greece. Presentation of an international urban design competition entry: analysis and presentation of project intentions.

Week 5. Geographies of the urban:

The urban as a study field for geography. Evolution of ideas in Social Geography. Historical background and relation to examples from the practice of architecture, urban design, urban planning. The city in the modern, technologically-mediated world. Presentation of an international urban design competition entry: analysis and presentation of project intentions. Organizing a concise project review.

Week 6. Perceiving the city: Kevin Lynch

The city as a system of organization for human activity. Urban space as a reflection field for social norms, personal perception and symbolism. The city theorized: the resident versus the designer outlook. The Lynch theory: Description of the five points. Outset of the “city image” mapping project for the city of Ioannina. Presentation of an international urban design competition entry: analysis and presentation of project intentions. Responding to a brief and organizing the work effort.

Week 7. Review: the “city image” mapping project – the city of Ioannina.

Week 8. City, policy and politics.

The multi-dimensional processes of producing the urban. The city as communal space, but also as a field of rivalry, competition and oppression. The architecture of the city as a tool of indoctrination, imposition and domination. Uses of land and relations between power and production. Modern, spatially oriented, geographical breakdown of urbanity. Post-colonial discourse and the example of global metropolises.

Week 9. Oppositions to modernism: the city is not (only) about function or operation. From Camillo Sitte to postmodernism. Urban architecture as the "vocabulary" of the city. Rossi, Krier, Rowe & Koetter.

Week 10. The modern Greek city

The urban phenomenon in Greece, following the formation of the Greek state. Periods and milestones in the history of Greek urbanism. Garden cities and refugee rehabilitation. Demographic explosion and urban expansion after the war and issues of regulation. ‘Spontaneous’ urbanism and precarious settlements. Undertaking social housing. The Greek cities today.

Week 11. Narratives and representations of space

The production of meaning. Evocation of memory and signs in the urban. Built space and history. The city as a monument of past time. The buildings as symbols. The built space from the perspective of semiotics. Introduction to phenomenology. Narrative art and architecture: the flaneur and mnemonics. Literature and narratives on the city. Urban representations in photography and film.

Week 12. Tomorrow, the city

Current challenges: demographics, migration, climate change. The virtual or digital conurbation and 'smart' cities. Movements for a "human scale" and issues of sustainability.

Week 13. final meeting – course review

Discussion on seminar research topics. Summary, conclusions. Emphasis on the interface of theory to design. Presentation of research group work and discussion.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>In-class delivery</p> <p>Student participation, teaching process:</p> <p>The course is organized into a basic sequence of lectures offered by the tutors, as described above.</p> <p>Beyond the basic readers available through the Eudoxos system, an extended bibliography is organized into weekly readings. These texts address topics which</p>
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	<p>are not possibly included in the recommended book readers. With the intention of optimizing in-class participation in the form of organized discussions before and after the lectures, students read, ahead of the planned lectures, respective chapters and excerpts from their reading list. Students thus establish a first connection to elemental arguments that engage further fields, and are exposed to the strong inter-disciplinary nature of urban studies. A duet of students will be leading the discussion group for each week's agenda, by selecting topics of their preference. A final research paper (4000 words) is due at the end of the semester. A digital presentation of the research topic will be delivered by the respective student(s) in-class, with the intention of exercising public talk and oral defense skills. Two to three such presentations per class are distributed throughout the semester, as to leave appropriate time for discussion. Presentations possibly respond to the weekly course agenda. In that way, as student lectures, they co-act with the tutors' talks that follow.</p>																				
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Digital presentation software, digital files exchange, electronic mail system communication.</p>																				
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>In-class presentations of research topic</td> <td>20</td> </tr> <tr> <td>Weekly journals on assigned readings</td> <td>20</td> </tr> <tr> <td>Group Work – Presentation of city analysis projects A+B</td> <td>20</td> </tr> <tr> <td>Bibliographic research</td> <td>10</td> </tr> <tr> <td>Progress of city analysis projects A+B in final semester booklet</td> <td>20</td> </tr> <tr> <td>Final research paper</td> <td>30</td> </tr> <tr> <td>Discussion group participation</td> <td>10</td> </tr> <tr> <td>Preparation for final exams</td> <td>15</td> </tr> <tr> <td>Course total</td> <td>150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	In-class presentations of research topic	20	Weekly journals on assigned readings	20	Group Work – Presentation of city analysis projects A+B	20	Bibliographic research	10	Progress of city analysis projects A+B in final semester booklet	20	Final research paper	30	Discussion group participation	10	Preparation for final exams	15	Course total	150
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek Methods of evaluation: summative, open-ended questions, written work, essay/report, discussion groups, public presentation, research paper, analysis projects The final grade (1-10) is analyzed as follows: I. Final written exam (15%) including: - Analysis of positions from previous readings - Comparative analysis of theoretical positions. II. 30-minute presentation of research work (10%)</p>																				

	<p>III. Written weekly journals (10): (15%) IV. Analysis project A (City of Ioannina): (7.5%) V. Analysis project B (K.Lynch - 5 elements): (7.5%) VI. Analysis projects A+B – Progress in final booklet: (10%) VII. Research Paper: (30%) VIII. Discussion group participation: (5%)</p> <p>This grading breakdown has been shared with the student group at the beginning of the semester and then again, in further detail, at midterm.</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

Greek bibliography:

Le Corbusier, Η Χάρτα των Αθηνών, Αθήνα: Ύψιλον (The Athens Charter)

Aldo Rossi, Η Αρχιτεκτονική της πόλης (Architecture of the City)

Walter Benjamin, Τα παιδικά χρόνια στο Βερολίνο στα χίλια εννιακόσια, μετάφραση Ιωάννα Αβραμίδου, Αθήνα: Άγρα, 2007.

Κορνήλιος Καστοριάδης, Ανθρωπολογία – Πολιτική – Φιλοσοφία, Αθήνα: Ύψιλον, 1995.

Βίλμα Χαστάογλου, Κοινωνικές θεωρίες για τον αστικό χώρο: Κριτική ανάλυση, Θεσσαλονίκη: Παρατηρητής, 1982.

Tim Hall, Αστική γεωγραφία (επιμέλεια: Λυδία Δρακάκη, Στέλλα Κυβέλου, μετάφραση: Νικόλαος - Γεώργιος Καραχάλης), Αθήνα: Κριτική, 2005

Mark Mazower, Θεσσαλονίκη, πόλη των φαντασμάτων: Χριστιανοί, μουσουλμάνοι και εβραίοι 1430-1950, μετάφραση Κώστας Κουρεμένος, Αλεξάνδρεια, 2006

Μισέλ ντε Σερτώ, Επινοώντας Την Καθημερινή Πρακτική: Η Πολύτροπη Τέχνη Του Πράττειν, μετάφραση Κική Καψαμπέλη, Αθήνα: Σμίλη, 2010.

Μωρίς Μερλώ – Ποντύ, Φαινομενολογία της αντίληψης, μετάφραση: Κική Καψαμπέλη, Αθήνα: Νήσος 2016

Κνοχ, Paul, και Steven Pinch, Κοινωνική Γεωγραφία των πόλεων, επιμ. Θωμάς Μαλούτας, Αθήνα: Σαββάλας, 2009

Henri Lefebvre, Το δικαίωμα στην πόλη, μετάφραση Παναγιώτης Τουρνικιώτης – Κλωντ Λοράν, Αθήνα: Κουκίδα, 2007.

Αραβαντινός, Πολεοδομικός Σχεδιασμός

Jan Gehl, Η ζωή ανάμεσα στα κτήρια: Χρησιμοποιώντας τον δημόσιο χώρο, μετάφραση Γ. Κατσαβουνίδου και Π. Ταράνη, Βόλος: Πανεπιστημιακές Εκδόσεις Θεσσαλίας, 2012.

English:

Spiro Kostof, The City Shaped: Urban Patterns and Meanings Through History, London: Thames & Hudson, 1999.

Kevin Lynch, The Image of the City, Cambridge, MA: MIT Press, 1960.

Jane Jacobs, The Death and Life of Great American Cities, New York: The Modern Library, 1993.

Marshall Berman, All That Is Solid Melts Into Air, New York & London: Verso, 1983.

Bunge, William. Fitzgerald: Geography of a Revolution. Athens: University of Georgia Press, 2011.

Colin Rowe & Fred Koetter, Collage City, MA: MIT Press.

Robert Venturi & Denise Scott-Brown, Learning from Las Vegas, MA: MIT Press.

Rem Koolhaas, S,M,L,XL, New York: Monacelli Press.

- Movies / Documentaries:

The Powers of Ten, Charles & Ray Eames, 1977.

Urbanized

The Radiant City

The Human Scale