

# Urban Systems

EVDS675 01 H (3-0)

Fall 2016

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## Introduction

This seminar offers a comprehensive overview of the city's urban and architectural history, from the Roman founding to the contemporary era. Lectures and field studies follow a chronological sequence in order to highlight the inter-relation of urban design strategies, landscape and public space projects with cultural, economic and political programs. An important theme of the seminar will be to explore urban regeneration projects that reconfigure historic sites and neighborhoods.

The focus will be on traditional and contemporary public spaces in the city. For the last 30 years Barcelona has been an important center for debate about public space. The city presents a wide array of historic but also contemporary case studies for exploring the civic realm, new definitions of landscape, Mediterranean density and hybrid public spaces that combine logistical and infrastructural issues with public space.

## Objectives

1. To understand historic and contemporary issues affecting urban development, urban quality and urban life  
To develop skills and ability to conduct critical research and comparative analysis of past and current urban and architectural initiatives with other case studies.
2. To understand broader social, political, economic, and design impulses underlying urban transformation.
3. To develop the skills, techniques & vocabulary to describe, analyze and understand urban form and its evolution
4. To critically review theories, methods and concepts in urban design
5. To be able to critically analyze urban form.
6. To be able to articulate a personal approach to urban design

## Content

Urban Design Theory/Urban Systems will be coordinated among the three locations in Calgary, Melbourne and Barcelona. The course will consist of lectures, site visits, and case studies in public space.

## Teaching Approach

The class will meet two times weekly from September 13<sup>th</sup> to October 25 on Tuesday and Friday mornings 10:00 to 1:00. Please check the calendar and syllabus for days, times and meeting points. Lecture sessions will be 3 hours.

## Content: Topic Areas

1. **Tuesday September 13 Introduction to the course and presentation of projects. Barcelona's urban evolution from the Roman origins to the 18<sup>th</sup> century**  
The city's geography and development.

## Required Reading:

1. Busquets, Joan. "From its origins to capital of the medieval Mediterranean." In

- Barcelona: The Urban Evolution of a Compact City*. Cambridge: Harvard College, 2005, pp. 23-55.
2. Busquets, Joan “From the urbanisation of the Raval to the start of industrialisation”. In *Barcelona: The Urban Evolution of a Compact City*. Cambridge: Harvard College, 2005, pp. 57-97.

### **Recommended Reading**

1. Hughes, Robert. “Part I The Old City” in *Barcelona*. Vintage 1992 (not included in reader)

### 2. **Friday September 16**

#### **Field Study: Ciutat Vella, the historic city center and its regeneration**

Meeting Point: In front of the Santa Caterina Market

Raval Area, Gothic Area, Ribera. Special focus on urban regeneration, the reuse of existing buildings. The creation of new institutions and the problems of gentrification and tourism.

#### **Required Reading:**

1. Subirats, Joan and Rius, Joachim. From the Xino to the Raval. Barcelona: Centre of Contemporary Culture of Barcelona. 2006. pp. 1-29. Available on line at [http://www.cccb.org/ca/edicio\\_digitaldel\\_xino\\_al\\_raval-10527](http://www.cccb.org/ca/edicio_digitaldel_xino_al_raval-10527)

### 3. **Tuesday September 20**

#### **Barcelona’s 19<sup>th</sup> century Expansion and the 1888 World Exposition**

#### **The Catalan Renaissance and Modernisme**

Ildefons Cerdà’s Eixample Plan

The cultural and political context of Catalan modernisme. The major practitioners (Gaudi, Domenech I Montaner, Puig I Cadafalch) and the building of the Eixample.

#### **Required Reading:**

1. Busquets, Joan. “The Cerdà Plan, A Pioneering Work in Modern Urban Planning” in *Barcelona: The Urban Evolution of a Compact City*. Cambridge: Harvard College, 2005, pp: 122-142.
2. Busquets, Joan. “Barcelona city of innovation”. In *Barcelona: The Urban Evolution of a Compact City*. Cambridge: Harvard College, 2005. Pg 122-142 and pp 151-176
3. Hughes, Robert. “The Hermit in the Cave of Making in Barcelona” in *Barcelona*. Vintage 1992. pp 373-464.

### 4. **Friday September 23**

#### **Field Study: Colonia Güell**

#### **Meeting Point: Plaça Espanya Metros L3 L1 and L8**

(Looking up at Montjuic from the Plaza you will see two brick towers. Sit to the right of the towers on the steps.) We will be taking a train to Colonia Güell from here.

Visit to the Factory town created by Gaudi and his disciples for Eusebi Güell.

#### **Required Reading:**

1. Busquets, Joan. “The Turn of the Century and Greater Barcelona” in *Barcelona: The Urban Evolution of a Compact City*, Cambridge: Harvard College, 2005. pp: 189-196 and 204-228

### 5. **Tuesday September 27**

#### **Barcelona’s Urban Evolution: Noucentisme and the 1929 Worlds Exposition.**

#### **The Functional City: the GATEPAC and Le Corbusier. The Macià Plan and the Spanish Pavillion 1939.**

#### **Required Reading:**

1. Busquets, Joan. "The Barcelona of a Million Inhabitants. The Gated City and the Functional City" in *Barcelona: The Urban Evolution of a Compact City*, Cambridge: Harvard College, 2005. pp: 248-263.
2. Nico Calavita and Amador Ferrer. "Behind Barcelona's Success Story-Citizen Movements and Planner's Power. in Marshall, Tim, ed. *Transforming Barcelona*. London: Routledge, 2003. pp-47-63

**Recommended Reading:**

1. Alix, Josefina. "From War to Magic: The Spanish Pavillion Paris 1937", in *Barcelona and Modernity: Picasso, Gaudi, Miro, Dali*. Ed. Robinson, William H., Falgàs Jordi, Lord, Carmen Belen. Yale University Press, 2006. Pp. 450-457
2. Lejeune, Jean-François. "The Modern and the Mediterranean in Spain. Sert, Coderch, Bohigas, de la Sota, del Amo". In *Modern Architecture and the Mediterranean. Vernacular Dialogues and Contested Identities*. London 2010. pp. 65-93.

6. **Tuesday October 4**

**Field Study: Montjuic**

**Meeting Point: The Olympic Stadium by the torch. Av de L'Estadi**

The significance of the 1929 World Exhibition Structures, Botanic Garden, Olympic Ring, Mies van der Rohe Pavillion, Caixa Forum.

7. **Friday October 7**

**The city in the Franco era. The transition. The Barcelona Model. The Olympic city. Comparison with the Bilbao effect.**

**Required Reading:**

1. Nuria Benach. "Public Spaces in Barcelona 1980-2000" in Marshall, Tim. ed. *Transforming Barcelona*. London: Routledge, 2003, pp 151- 159.
2. Juli Esteban. "The Planning Project: Bringing Value to the Periphery, Recovering the Center" in Marshall, Tim ed. *Transforming Barcelona*. London: Routledge, 2003, pp 111-149.
3. Kligman, Anna. "Beyond Bilbao". In *Brandscapes: Architecture in the Experience Economy*. Cambridge: MIT Press. 2007. pp. 237-253.

**Recommended Reading**

1. Fernández-Galiano, Luis. "1939-1975 Seeds of Change. The Franco Decades". Pages 20-31. Tzonis, Alexander Tzonis & Lefaivre, Liane. "1975-1981 Years of Conflict. Time of Transition". Pages 47-55 Frampton, Kenneth "1981-1986 Years of Hope. The Flag Was in the Breeze". Pages 71-81. in *Spain Builds*. AV Monografias.
2. Busquets, Joan. "Barcelona's Recovery in the Eighties. Urban Development in the Form of Projects, Programmes and Strategies" in *Barcelona : The Urban Evolution of a Compact City*. Cambridge: Harvard College, 2005. pp: 343-409. (not included in the reader)
3. Buchanan, Peter. 1986-1992 « Years of Plenty. A Cultural Flowering ». pages 97- 107. Magnago Lampugnani , Vittorio « 1992 -1996 Years of Transit. From Seville to Barcelona ». Pages 123-133 in *Spain Builds*. AV Monografias.

8. **Tuesday October 18**

**Field Study: Post-Industrial Barcelona**

Forum 2004, Diagonal Mar Park, Poble Nou Park, 22@ área, Glories

**Meeting point: Metro Yellow L4 Maresme/Forum exit Rambla del Prim**

1. Frampton, Kenneth. "Towards a Critical Regionalism: Six Points for an Architecture of Resistance." In *The Anti-Aesthetic. Essays on Postmodern Culture*, Ed. Foster, Hal. Seattle: Bay Press. 1983. pp.16-30.

2. Waldheim, Charles. "Landscape Urbanism: A Genealogy". In *Praxis* 4 October 2002. pp.12-17.

**Useful website on the 22@ area.** <http://www.22barcelona.com/index.php?lang=en>

9. **Friday October 21**

**Field Study: The Periphery**

**Vall de Hebron, Laberinth to Parc Central**

**Meeting Point: L3 Green Line Metro. Mundet exit on Mountain side**

10. **Tuesday October 25: morning 10:00-13:00**

**Contemporary projects. Spaces of Dwelling, Memory, Conflict and Activism**

**Required Reading:**

1. Wilson, Rob.(text) Shulz-Dornburg, Julia (photo essay).

"Modern Ruins: a Topography of Profit." in *Uncube Magazine*. No. 9. Constructing Images. Pp. 39-56 <http://www.uncubemagazine.com/sixcms/detail.php?id=9030109&articleid=art-1366017474631-27#!/page40>

2. Mari Paz Balibrea. *Urbanism, culture and the post-industrial city: Challenging the Barcelona Model*" in Marshall, Tim ed. *Transforming Barcelona*. London: Routledge, 2003, pp. 205-224

11, 12. **Friday November 4 : Presentations morning 10:00-15:00 Double Session**

**Evaluation Criteria**

**1. Attendance 10%**

**2. Study City Reflections – 50%**

Students, working in small groups, will each analyze a different neighborhood in Barcelona, in terms of the qualities of good urban form as discussed in class, and making reference to the history and theories covered in class lectures and readings. Students shall prepare a typology study of the public realm, to include at least one street and two public spaces- one historic and one contemporary. These shall be documented and described in terms of various form parameters including the historic development of the sites and their contemporary use and relevance.

The metrics and methodology for this project will be further elaborated upon in class and the instructor will meet periodically with each group to provide base information and to guide the project development. The work should include text, photos, drawings, diagrams, and videos.

This project provides an opportunity for student to synthesize what they have learned in this class and others, and to reflect on what is learned in the study city and how it may be compared to other cities.

**2. Presentation 40%**

For the final presentation each group will expand upon their critical analysis of public spaces. Students will critically analyze and explain the qualities of 'good' urban form.

Evaluation shall be on the basis of clarity of definition of the quality and explanation of its importance in creating good urban form. Conditions that support the quality and also those that detract from it should be explained and illustrated. The emphasis should be on visual evidence; references may also be included.

Case study examples should be carefully explored to illustrate the points well, in clear, concise verbal and graphic descriptions.

## Means of Evaluation

Attendance	10%
Research Project	50%
Class Presentation:	40%
Total:	100%

## Grading Scale

Faculty shall use the following methods for reporting grades and for determining final grades. Final grades shall be reported as letter grades, with the grade point value as per column 2. Final grades shall be calculated according to the 4-point range in column 3. Should faculty members evaluate any individual exams or assignments by percentage grades, the equivalents shown in column 4 shall be used.

Students must be informed of the method of calculation, and should be able to, from the grades provided by the instructor, determine their standing.

Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range. Assignment(s) evaluated by percentage grades will be converted into letter grade equivalents as shown.

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

### Notes:

- A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

## Readings

The required and recommended readings for the course are listed with the schedule of classes.

### Notes:

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca).

Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/)

3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/contact>); Graduate Student representative( <http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).