Global Seminar Studio
ENVD 3009-820 THE MEDELLIN STUDIO: PLANNING INFORMALITY

Practicum / study abroad — 6 credits

Instructor: Jota Samper (jota@colorado.edu)
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International Partners:
MobilityMobilidad
Universidad San Buenaventura
Corporación Con-Vivamos

Overview

The World is urbanizing at a high speed. It is expected that up to five billion will be living in urban areas by 2030, meaning that one million people per week will be joining the urban life in the next fifteen years. Most of this urban growth will happen in the Global South, where more of one billion live under extreme poverty in informal settlements today will be joined by another billion in less than two decades.

Slums, Tugurios, Favelas, Bidonvilles, Chabolas, Pueblos Nuevos, Coreas, Barracas, Kampung, Morros, Ashwa'iyya, Squatters or Shanty Towns just to name a few, are the physical manifestation of this urban informality; A geography that results from the lack of capacity of city managers to effectively respond to urban development pressures in a context of migration and inequality. As a result of this process, informal settlers usually occupy the undesirable left over spaces–flood areas or steep slopes. Even if many romanticize the plasticity for survival as well as our capacity as human beings to self-build landscapes for inhabitation, these informal fabrics are subject to many social and environmental problems which also compromise the ecological carrying capacity of their host territory.

These settlements are far from being new geographies in the 21st century; informality has coexisted with formality since the industrial revolution. What is new, however, are both the speed and scale of the process of informal urbanization on the planet. For these reasons many think that together with climate change, informality is one of the most pressing problems to be tackled by urban thinkers and designers in our century; and THE MEDELLIN STUDIO: PLANNING INFORMALITY wants to join this challenge.

Pedagogical Framework

Urban Informality has become the most common form of urbanization on the planet. For this reason, the practicum considers it critical to expose and provide students with the tools and mechanisms by which to understand these processes so that students can respond with innovative and sensitive urban design/planning visions. We also share the idea that many are the lessons to be learned from these forms of urbanization in the global south towards a more sustainable and equitable global north and we will invite students to discover them with us.

The speed, scale, and exponential growth of informality's complex processes have proven the old urban regime's toolbox obsolete; more important, the role of the author-designer who 'only' listens to the genius loci of the place to give a personal answer is over. Societies and ecologies at risk argue for an interdisciplinary teamwork approach in design that blurs the boundaries between different disciplinary silos of knowledge first; transforming urbanists into mediators between the government and the community at the stage to come up with innovative and alternative projects. They do so by bringing to the fore the invisible layers that hide under bureaucratic and technocratic urban processes to build inclusive artifacts.

Today there is a renewed interest of multiple disciplines in working on spaces of informality. Urbanists, Planners, Anthologists, and designers such as John Habraken, Manuel de Sola-Morales, David Harvey, Mike Davis, Alejandro Aravena, Rahul Mehotra, Urban-Think Tank, Ecosistema Urbano, Christian Werthmann, Teddy Cruz, Jose Castillo, Joan Busquets or Alejandro Echeverri come to mind as great thinkers and synthetic designers in these contexts –and some of them will be invited to give lectures or participate in our practicum reviews.

Background + Agenda

Urban scholars celebrate the Medellin approach to informal settlements as one of the best models in the World, and one of the leading cities in Latin America in improving the quality of life of informal dwellers. Alejandro Echeverri explains that the tenure of Mayor Sergio Fajardo between 2003 and 2007 was key to this process when under the umbrella of education, his political campaign 'Medellin the most educated,' social and urban infrastructure were introduced as ways to improve the quality of life of poor communities in Medellin. A key urban design instrument was the Proyectos Urbanos Integrados PUI (integrated urban projects). Five PUIs were executed form the 2003 to 2011. They

focus on transportation infrastructure, public buildings and public space in critical locations within informal neighborhoods. The PUI Nor-eastern alone had more than two hundred individual physical projects. A large measure of this projects' effectiveness is the state's ability positively to modify the physical public structure of a neighborhood where the state had not previously had any significant presence.

Contradictory to this successful phenomenon, Medellin is counteracted by a high pressure of informal non-planned development for the rest of the metropolitan areas that lack the mechanisms to stop encroachment. These municipalities (the other eight) are now the recipients of hordes of new dwellers that arrive at the region in search of a safe and better economic future. Over the last few years, these areas have seen the emergence of entire neighborhoods of thousands of informal dwellers. Carpinelo in Medellin is an example of such a process, a decades-old neighborhood where most development results from informal dwellers' agency. Street network, water, sewer, and power are provided by informal entrepreneurs and the actions of the community board of Carpinelo as we will discover in our visit.

The overall goal of the Medellin Practicum: Planning Informality is to take the Carpinelo 2 neighborhood as a case study for research and action which will let students discover firsthand the process and form of fast informal urbanization as well as its consequences. Learning from the successful social agenda and the 'integrated urban projects' that regenerated the informal fabrics of Medellin, we would like to answer the following question: ***What role can community planning play in the future development of Carpinelo Dos?***

If this were the case then: How should the plan be deployed? Which would be the strategies? What should be their social and spatial mechanisms to direct future growth? What kind of hybrid programs and forms could help this community to overcome the challenge of becoming twenty times bigger than they are today in the following fifteen years? Our collective plan will not only help this neighborhood, but they will also provide the growing metropolis of Medellin with some infrastructural prototypes to direct its future growth.

Collaboration + Travel

With this challenge in mind, the Medellin Practicum: Planning Informality has been organized as an international collaboration between the ENVD program, Mobility/ Movilidad and the School of Architecture and Planning at the Universidad Nacional de Colombia in Medellin, the planning council of Carpinelo represented by the Corporación Con-Vivamos.

This hands-on workshop environment will enable students to generate quick ideas and strategies. Through photographs, video-recordings, lectures, interviews, city walks, site visits and informative conversations with faculty, public officials and professionals of city making, students will be able to start gathering knowledge on urban synergies and successful projects on the city; they will be able to learn from the MdP board the goals and projects of the community, and with your own interests choose within the different lines of investigation that will continue to be researched through mapping and design.

This studio will collaborate with the Escuela Territorial de Barrios de Ladera, Corporación Con-Vivamos. Students will participate with CU Students in field trips and develop a parallel project directed by their faculty. The students from Colorado spend six required weeks in Medellin, visiting the urban projects in informal settlements and meeting with community partners in the city: Peers at the Universidad Nacional de Colombia in Medellin, Escuela Territorial de Barrios de Ladera,

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Corporación Con-Vivamos will coproduce the planning and execution of projects in the neighborhood of Carpinelo.

Course General Objectives

Students are expected to:

- Process and organize information derived from the site visit, coupled with new findings;
- Revise the criteria and preliminary design proposals
- Research the "state of the art" in urban strategies for the intervention on contexts of urban informality;
- Develop new criteria and design proposals;
- Deliver a set of conclusions and recommendations; and
- Produce a handbook/dossier of the course.

Grading and Evaluation

Students are graded on the basis of active participation, commitment, teamwork, quality of presentation and submitting the exercises on time.

Work for the course will include onsite time, studio time, course participation, and five (one per week) presentations that work related to the five units of the course. Grading for the course will be done in the following percentages:

Part I	Getting to know the context	20%
Part II	First engagement with Community, Mapping Processes	15%
Part III	Collecting and analyzing data	15%
Part IV	Planning project development	20%
Part V	Building and presenting to the community	20%
	Participation	10%

This course work as complement of **ENVD 3009-821 SOCIAL URBANISM — 3 credits.** Lectures for this course would occur at the Universidad Nacional de Colombia in Medellín, Department of Architecture.

> **ENVD 3009-821 SOCIAL URBANISM — 3 credits.** This is a course that debates theoretical consideration of informal settlements and survey design and planning tools to intervene in these areas. The course combines seminar and discussions. Formal and informal talks will introduce concepts, analytical techniques and site planning models.

Course times: As a design studio the course is composed of a lecture + lab sections all combined for a total course time of 127.5 hours, the course is divided into five modules (one per week) each module would be comprised of 25.5 hours/week (some weekends included). See the course schedule for estimated distribution of time. A detail day/hour/schedule would be distributed to students one month before departure.

Final presentation + Report

A final document with the students work will be compiled to be delivered to the community partner and the municipality of Bello at the end of summer. USB College students will produce a documentary on the experience of producing a plan with the community.

Course Schedule

Hands-on planning studio that collaborates directly with the community of Carpinelo, helping them to prioritize projects and ideas to elaborate a community development plan that can use by the community members to engage in conversation with state officials.

We divide the abroad studio experience into three sections planning, design, and construction.

Before starting the project, the community meets to select what areas of study are the most relevant for the studio to engage with. for example, in this case, the communities recognize the risk problems that the roads represent when they flood during heavy rains. The community meets to explore possibilities. During this stage, partners constantly communicate to think about collaboration possibilities. In the universities, intensive work is done for a whole year to put together the student work team. In addition, the CU Boulder team prepares grant applications to find sources of support.

Planning, This stage begins with guided tours of the community, integrating activities such as eating together with food prepared by the community. These are fundamental rituals to initiate community work in the field. From the student's perspective, the community transforms from an object of study to a partner and becomes humanized; at this stage, personal relationships between students, faculty, partners, and the community are established. From the community, students and teachers cease to be foreigners, and there is the possibility of generating trust. These are fundamental elements to recognize each other and advance in the project.

Designing. This project stage is similar to the design studios inside the academic experience. Most time is spent at the university developing possible design projects. Students also go back to the community to compile new information, draw accurate surveys, and conduct interviews with community members about the specifics of the projects. In addition, partners are invited to the studio to critique student projects. Finally, the student prepares a myriad of projects to be presented to the community. The final presentation includes all community members; students present their group designs, and the community critiques each project. In the end, the community votes on each project's relevance and selects the projects the community considers most important to construct during the time available.

Construction. In this stage, we learn by doing. At the core of the experience, the main goal is not only about building but also about building community capacity. At this stage, students learn from the knowledge of community members. And community members learn about other construction technologies from the faculty and students. These are simple projects since they need to be built in a short time; however, they are a transformative experience for the community. Moreover, they demonstrate that the community can overcome incredible challenges on its own. These projects result from already existing community projects—the project builds heavily on the community experiences.

After the in-person engagement, we create joint reports to the community, founders, and organizations. We also collaborate in publications and in the generation of future ideas. For example, in 2020, the community had a meeting with the High Commissioner for Peace HCP (alto comisionado por la paz). The HCP is searching for mechanisms to guarantee victims' rights to truth, justice, reparation and non-repetition stipulated in the Agreement for the Termination of the Conflict and the Construction of a Stable and Lasting Peace, signed between the National Government of Colombia and

the FARC. The visit concentrates on how the projects that the community developed, including the ones of this experience, can serve as a model for those reparation initiatives led by the HCP. This example demonstrates how the projects build beyond the direct experience and can open the door to other more impactful initiatives. Finally, demonstrates that this methodology of trusting and teaching each other can contribute to the education of students and the enrichment of community development processes.

Week 1   Arrival getting to know the context

Objectives: Exposing students to the principal actors and phenomena related to the project site. Understanding the context in which the site exists.
Format: meeting with stakeholders, Lectures, city tours and first visit to the site.
Pedagogical Goals: Develop students' skills in order to:
- Carry out fieldwork through photography, video or sound recording and sketches
- Gathering information by observation and interviews
- Understand the nuances of non-familiar urban contexts

Deliverables: In groups (ENVD + USB) will produce a narrative of key learnings challenges and opportunities in a PowerPoint.

Week 2   First engagement with Community, Mapping Processes

Objectives: To produce an applied research document that can provide critical information about the site and its relationships with its larger territory. Students will use this collective body of work to inform and guide their future design explorations. Develop skills for community mapping needs
Format: Students will investigate using planning research tools in groups within the following Lines of Inquiry:

FIGURE: Urban History, Growth, Housing, Ownership, Demographics
GROUND: Urban Topos, Ecology, Risk, Public Spaces, Surfaces, Agriculture
MOBILITY: Types, Times, Volumes, Displacement, Accessibility, Public Safety
INFRASTRUCTURE: Urban Artifacts for supply, Urban Upgrading, Public Buildings
SOCIAL NETWORKS: Formal and Informal Economy, Community Development, public structures, Human Capital

Through these lines of inquiry, students will be able to analyze the different historical and current processes that are shaping the informal city. A lecture about mapping and representation will be held where multiple examples will be explained. These maps will allow them to start synthesizing their gathered data to inform design by establishing relationships across scales and users.

Develop measuring tools to present information collected on the field with community members as instruments to develop projects.

Pedagogical Goals: Develop students' skills to:
- Learn how to inform design through research
- Understand the physical manifestation of urban processes across scales
- Translate these relationships between processes and urban form across scales into drawings and diagrams
- Find the medium that successfully allows students to draw these relationships:
- Collage, diagrams, cartography, timeline
- Learning how to present to community groups

Deliverables: Multiple media for first review (discussed with instructors). After the first review students' groups will compile their information on a presentation to be presented by groups to the community. At the end of this presentation the community members would select which of the problems identified by the community should be continue be investigated in the phase of design.

Week 3   Collecting and analyzing data

Objectives: Deployment of hypothesis about community needs and priorities for the development of projects.
Format: In pairs, students will present initial findings to community members and develop matrix that permit community selection of priority projects.
Pedagogical Goals: Develop students' skills in order to:
- Understand community participation forms
- Identified community goals and its equivalent in urban forms.
- Understand catalyst projects for the development of community goals
- Explore alternatives of projects
- Identify potential stakeholders

Deliverables: Boards for the review. Representational techniques should be informed by the intention.

Week 4   Planning project development

Objectives: Deployment of the site once the needs and processes have been understood with studio's thesis question in mind: What if infrastructural interventions could arrive in time? Then, how should they be deployed to re-direct encroachment and diminish its future hyper-density--20 times of today? What are the main key actions that need to happen first to catalyze

this change? What kind of hybrid programs and forms could help this endeavor?

Format: In pairs, students will analyze first two case studies that are relevant to their area of interest. With those examples in mind, they will start exploring the site potential at 1:10.000 and 1:5000 with plans, sections, axonometrics and physical models.

Pedagogical Goals: Develop students' skills in order to:
- Transform urban intentions into actions by design and find the right footprint for what they want to achieve
- Program a terrain to improve its current social/ecological performance
- Understand the urban projects' potential as acupunctural inserts with local/metropolitan/regional impact
- Explore infrastructure's potential to reconfigure the site's current conditions and alter its evolution; this should lead to the invention of new building typologies and public spaces which result from mixing new programs

Deliverables: PWP to be presented to the community, Representational techniques should be informed by the intention.

Week 5   Preparing projects for construction and building with the community

Objectives: Selected projects by community members are refined into concrete budgets and construction schedules. Students and faculty create material lists to purchase and deliver material to the community site. Community members and partners prepare the site for the storage of materials. Community members and faculty create a construction schedule with a defined set of collective construction meetings called "convites" in Colombia.
Comprehensive budget and move from site design strategies to construction projects.

Format: Individually, students will continue to develop their planning/ design strategy further and choose the infrastructural typology they want to explore until the end of the semester. They will be allowed to zoom in and develop a piece with architectural detail or to zoom out as an overall metropolitan design.

Pedagogical Goals: Develop students' skills to go deeper into more detailed levels of design and construction.

Week 6   Construction and delivering the project to the community

Objectives: The last week is dedicated to the execution of projects. Students, alongside community members, join forces in "Convites" prepared by community partners to develop each project following the budgets and construction schedules developed by each selected community project. Final presentation and documentation: refined proposals will be presented and published in book format along with the rest of the course. Move from site design strategies into urban projects.

Format: in a single group student would build projects assisted by faculty, community partners and community members
Pedagogical Goals: Develop students' skills in construction and project delivery

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http://u-tt.com/projectsMenu_All_es.html   tool box

On Medellin
http://www.bertamartinez.org/BARRIOLACARPINELOMEDELLIN/tabid/243/Default.aspx

THE STANDARD LETTER-NUMBER GRADE EQUIVALENCY IS AS FOLLOWS:

93-100%	**A**
90-92%	**A-**
88-89%	**B+**
83-87%	**B**
80-82%	**B-**
78-79%	**C+**
73-77%	**C**
60-69%	**C-**
59% or bellow	**F**

NARRATIVE DESCRIPTIONS OF THE FACULTY EXPECTATIONS FOR GRADES ARE AS FOLLOWS:

"A" The student exceeds, in an exemplary manner, all primary objectives for the course. Work and effort are consistently at a very high level, and the student demonstrates resourcefulness in the execution of assignments, strong leadership qualities, and participation in course culture. The student is able to demonstrate enhanced skills, sound critical thinking ability, and a high level of initiative and self-direction.

Above proficient: project work is above and beyond expectations; threaded together a very good argument and did something innovative. Not just regurgitated.

"B" The student meets the expectations and learning objectives of the course. The quality of executed work is generally above average and in some ways goes beyond the requirements of the instructor. Initiative and consistency are above average. The student contributes to the course dynamics in a positive and effective manner.

"C" Work and effort of the student are marginal, and a limited basic understanding of the learning objectives for the course is demonstrated. Initiative is weak and the student requires constant encouragement by the instructor. Contributions to the course environment are normal.
Below proficient: projects were lacking an argument and some were not doing the research adequately.

"D-F" The student does not demonstrate the understanding, knowledge, and abilities expected of student performance at this course level. Work and/or process of the student are deficient With respect to one or more of the major course objectives. The student has not demonstrated adequate mastery of the lessons and knowledge set out in the course objectives and has an attitude of indifference to course procedures, the quality of the work, and their approach to learning.

COURSE POLICIES:

1. Getting to course late, sleeping, talking out of turn, reading, or otherwise being distracted and distracting, are not acceptable classroom activities.
2. Please do not begin to pack up at leave the classroom before the end of course.
3. If students miss a course, please get notes from a classmate rather than asking the TA or instructor for notes. Students are responsible for all information communicated in course, whether or not students are in attendance. In addition, intonation on scheduling changes, assigned work, and grades will be emailed and/or posted on Desire2Leam. Please consult Desire2Leam before contacting us with these questions.
4. All assignments must be completed on time and uploaded to Desire2Leam at the stated due date. Emailed documents will not be accepted. Written work must be checked/proofread for spelling and grammar: The quality of students writing will affect student grade.
5. Except with advance notice of an unavoidable, well-documented conflict, we will not accept late assignments. Late projects will be docked by a full letter grade per 24-hour period starting at the time it was due (e.g., a project due on Monday morning and submitted on Tuesday afternoon will be docked two letter grades). Please plan students schedule accordingly and allow extra time for unforeseen events.
6. I will not give incompletes in this course except under extremely unusual, well-documented circumstances.
7. Make-up assignments can create unfair situations among students, so they will only be permitted with advance notification and in unavoidable, extreme, and well-documented circumstances.
8. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the University's policies, Rules, and regulations (see below).
9. We want students to do well in this course. If students become concerned about students grade, please see one of us immediately. Do not wait until the end of the semester, when we cannot help students. When we return written work to students with a grade, take some time to read our comments. If students have concerns, make an appointment with one of us during office hours and come to the meeting having written down student specific questions and/or comments.
10. Papers and assignments will be distributed either in a course session or on-line. We will announce when papers, assignments, and examinations will be available. To ensure student privacy examinations are returned only in course or by appointment with the instructor.

I reserve the right to alter the syllabus within reason.

Student Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu

Disability

If students qualify for accommodations because of a disability, please submit to student professor a letter from Disability Services in a timely manner (for exam accommodations provide student letter at least one week prior to the exam) so that student needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-

492-8671 or by e-mail at dsinfo@colorado.edu. If students have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss student needs with student professor.

Religious Observances
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this course, if any course or assignments coincide with the student needs to make the issue with a week of the date in question See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior
Students have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Course rosters are provided to the instructor with the student's legal name. I will gladly honor student request to address students by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/coursebehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at **http://hr.colorado.edu/dh/**

Academic Integrity
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http://www.colorado.edu/policies/honor.html and at **http://honorcode.colorado.edu**