



DEGREE CURRICULUM  
**INTRODUCTION TO PROJECTS 2.**  
**CIVIL URBAN DEVELOPMENT**

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## Subject's general information

<b>Subject name</b>	INTRODUCTION TO PROJECTS 2. CIVIL URBAN DEVELOPMENT
<b>Code</b>	101442
<b>Semester</b>	1st
<b>ECTS credits</b>	6
<b>Theoretical credits</b>	2.5
<b>Practical credits</b>	3.5
<b>Coordination</b>	(+34) 973 003 574 or mail to david.pampols@diei.udl.cat
<b>Office and hour of attention</b>	By appointment - CREA Building – Office numner 1.05 (Pere de Cabrera s/n) - UdL - Cappont Campus
<b>Department</b>	Departament d'Informàtica i Enginyeria Industrial (DIEI)
<b>Teaching load distribution between lectures and independent student work</b>	(40% ) 60 hrs classroom work (60%) 90 hrs homework
<b>Modality</b>	Presencial
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.
<b>Language</b>	English
<b>Degree</b>	TCi Degree in Architectural Technology (UdL)- Architecture (URV)
<b>Distribution of credits</b>	150 hrs (25hr/ECTS)
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## Subject's extra information

### SYLLABUS

The course is designed to be an introduction to methods of analyzing, evaluating, and recording the urban environment first hand. Its aim is to supplement existing courses that cover theory and history of city design and planning, and to better prepare students without prior design background for the studio sequence.

The course is about learning through one's own personal experience of the environment, be it through observations, field surveys, measurements or interviews, the students will learn to draw on their own senses as much as on their ability to deduct, conclude, question, and verify.

The course will guide the students to view the city as primarily a social and psychological environment. It will be concerned with measuring and testing various urban environments in relation to people's values and use.

The course will help students understand and use various graphic techniques to record and convey the built environment as well as their impressions and ideas about it. The course is set as a workshop/field survey environment through which a series of discussions analysis and design projects are carried out.

Each student will engage in an environment that they will observe, record, analyze and evaluate. The case study will emphasize one's own ability to draw on her or his senses, as much as on the ability to record, deduct, conclude, question, and verify.

The course will be set in a workshop/field trip environment through which a series of discussions and case studies are carried out.

Each student will engage in an environment that they will observe, record, analyze and evaluate. The case study will emphasize one's own ability to draw on her or his senses, as much as on the ability to record, deduct, conclude, question, and verify.

Participants will be required to keep a sketch/note book which will be handed in periodically during the semester.

The following topics will be studied through the cases:

- Site and natural systems
- Public spaces and place making
- Infrastructure transportation and circulation
- Built-up typologies -- single and mixed use -- infill

Themes to be explored:

1. Observing and interpreting the urban environment. Methods of studying a place by walking and observing. How to best observe, diagnose, understand and gather clues from the built physical environment. How to piece together clues that tell the history and dynamics of a place, when it was built and for whom. We will also study what are the physical and sensory indicators of economic and social change, trends, problems, the notion of vulnerability, and policy and guideline issues.
2. Methods of systematically carrying out urban field surveys and the development of new modes of inquiry which explore and verify what is happening in an environment. We will focus on how persons perceive and feel about an environment, how they use it, and what they expect to happen there. The emphasis will not be on elaborate data gathering, but rather on relating different sources of information, hypothesizing, testing and articulating the findings to possible recommendations. Understanding the physical structure of the city - the scale, pattern and form of blocks, streets, districts, public spaces, infrastructure, and nature.
3. Ways to evaluate the plural structure of the built environment, the perception, values, and behavior of planning and design professionals, public officials, clients, media, and the different users.
4. Techniques of recording, representing, and communicating what is observed. Learning the basic graphic language of analysis and design through the use of representation of tools such as: drawing, photographing, computer modeling, and desktop publishing

### Professor recommendations:

This course is part of a set of three courses that introduce students into the world of architecture, in a holistic and wide approach, in order to enable students to begin studies in architecture.

The course's objective is to introduce students to architectural language, focused in urban planning. The other complementary courses (Introduction to projects 1 and 3) attack other attitudes related to architectural language, focused in Building (1) and Landscape (3) basically.

To do this student should have a proactive attitude towards the new dimension of the studies which the student is about to face, specifically recommending to spend time reading important texts in the history of architecture, both contemporary and classical, display specific documentaries, and keep attentive from the moment of its inception to the architectural trends and main news and events related to architecture.

Previous knowledge gained in past courses of the technical architecture degree might help the student to strengthen the knowledge with which he faces the challenge of architectonic language.

Nevertheless any past course in specific is required to be allowed to course this one.

#### **Background information:**

This is an eminently theoretical matter. Its reason for being is to contact from the analytical point of view the territorial environment, as well as the historical processes that have led to changes in the urban environment.

That is why, at first contact, is not important starting from depth knowledge on the matter beyond those corresponding to the general history of civilizations, which certainly helps to secure the learning programs in society and in time.

## Learning objectives

**General goals** of the course (Introduction to projects):

- To use a graphic language that includes the capacity of analysing reality from different points of view.
- To use elements of the graphic language to represent objects and space.
- To apply planning and designing instruments.
- To foster interactive learning, autonomous work and group work to understand architecture complexity.
- To encourage critical thinking towards their own work and the others' work.

**Specific goals** of the course (Introduction to projects II: Urban):

The training will ensure that the person concerned has acquired the knowledge necessary to exercise the following abilities:

- Ability to create architectural designs that satisfy meanwhile aesthetic requirements and techniques.
- Adequate knowledge of the history and theories of architecture and the arts, technology and human sciences.
- Knowledge of the fine arts as a factor that might influence the quality of architectural design.
- Ability to understand the relationships between people and buildings and between them and their environment, as well as the need to relate buildings and the spaces between them depending on the needs and the human scale.
- Ability to understand architect's profession and their role in society, particularly in developing projects that take into consideration social factors.

## Competences

**UdL STRATEGIC COMPETENCES \*:**

- **UdL3.** Dominio de las TIC

*(UdL3. ICT skills)*

*\*(extracted from UdL Competences)*

**UdL-GAT SPECIFIC BACHELOR COMPETENCES \*\*:**

- **GAT9.** Capacidad para interpretar y elaborar la documentación gráfica de un proyecto, realizar toma de datos, levantamientos de planos y el control geométrico de unidades de obra.

*(GAT9. Ability to interpret and elaborate the graphic documentation of a project, perform data collection, surveys drawings and geometric control of work units.)*

- **GAT10.** Conocimiento de los procedimientos y métodos infográficos y cartográficos en el campo de la edificación.

*(GAT10. Knowledge of procedures and infographic and cartographic methods in the field of construction.)*

*\*\* (extracted from UdL-GAT Competences)*

**EPS TRANSVERSE BACHELOR COMPETENCES \*\*\*:**

- **EPS7.** Capacidad de trabajar en situaciones de falta de información y/o bajo presión.

*(EPS7. Ability to work in situations of lack of information and / or under pressure.)*

- **EPS8.** Capacidad de planificación y organización del trabajo personal.

*(EPS8. Capacity of planning and organizing own work.)*

*\*(extracted from EPS Transverse Competences)*

## SKILLS

**GENERIC SKILLS** of the course (Introduction to projects):

- Knowledge of the history and the theory of architecture and other arts.
- Ability to gather and interpretate the relevant data to judge that include a reflection over social and scientific subjects.
- Learning skills to communicate information, ideas and solutions to a specialized or non-specialized audience.

**Instrumental skills:**

- Ability of analysis and synthesis.
- Ability to organize and to plan.
- Basic knowledge about the urban environment.
- Information management skills (ability to retrieve and analyze information from different sources ).
- Basic knowledge and scope of basic training.
- Knowledge in some specialty training.

**Interpersonal skills:**

- Ability of criticism and self-criticism.
- Teamwork.

**Systemic skills:**

- Ability to apply knowledge in practice.
- Research skills.
- Ability to learn.
- Ability to work independently.
- Motivation to achieve new challenges.

**SPECIFIC SKILLS** of the course (Introduction to projects 2: urban):

**Disciplinary skills (to knowledge):**

- Social Sciences about the city

**Disciplinary skills (to know how):**

- Basic knowledge about the shape and development of the city.
- Understand and relate spatial formal typologies in the city.
- Ability of analysis and synthesis facing a situation created.
- Capability of understanding different layouts of elements in the city.

**General academic skills:**

- Ability to reason, discussion and presentation of ideas.
- Ability to research, analysis, synthesis and selection of information.
- Study habit and work methodology.

## Subject contents

The subjects studied for the course INTRODUCTION TO PROJECTS 2: URBAN are relevant to models and history of the city, as well as certain interventions on the same set forth below.

This is an introduction course to the methods of recording, evaluating, and communicating about the urban environment. The course will build skills fundamental to undertaking a wide variety of urban design efforts, including for example: design of streets and public places, shaping neighborhood form and function, and incorporating natural systems into the urban fabric.

Through visual observation, field analysis, measurements, interviews, and other means, students will learn to draw on their senses and develop their ability to deduce, question, and test conclusions about how the environment is used and valued.

Through the use of representation tools such as: drawing, photographing, computer modeling and desktop publishing, students will communicate what is observed as well as their impressions and ideas.

This course is highly recommended as a foundation for future studio work in urban design.

### **CONTENTS 1: THEORICS**

**Part 1.- What is Urban Design and Development?** – Translating Values into Design

**Part 2.- History of the City**– The Forces that Shaped Our Cities. The Ancient Cities

**Part 3.- Changing Cities by Designing New Ones** – The Urban Utopias

**Part 4.- Changing Cities by Extending Them** – The Center, the Suburb & the Region

**Part 5.- Changing Cities by Redesigning their Centers** – Urban Integrated Renewal

**Part 6.- New Ways of Seeing** – New Ways of Planning

### **CONTENTS 2: VISITS**

**A.- LLEIDA – Urban environment and city development**

**B.- LLEIDA – Public Spaces and Place Making**

(in common with Introduction to projects I and Introduction to projects III)

**C.- BARCELONA – Urban Form and Urban Use**

(in common with Introduction to projects I and Introduction to projects III)

**D.- REUS AND GAUDI'S MUSEUM**

(in common with Introduction to projects I and Introduction to projects III)

### **CONTENTS 3: ASSIGNMENTS**

**1st ASSIGNMENT: *Field Observation and Diagnosis***

4hrs Class workshop - 5% Rating (Individual)

**2nd ASSIGNMENT: *Site and natural Systems***

4hrs Class workshop - 5% Rating

**3rd ASSIGNMENT: *Public Spaces and Place Making***

4hrs Class workshop - 5% Rating

**4th ASSIGNMENT: *Urban Form and Urban Use***

4hrs Class workshop - 5% Rating

**5th ASSIGNMENT: *Case Studies Analysis***

4hrs Class workshop - 5% Rating

### **CONTENTS 4: FINAL PAPER ASSIGNMENT**

**FINAL PAPER ASSIGNMENT: *Propose an mixed-use infill development design***

8hrs Class workshop - 20% Rating

### **CONTENTS 5: REQUIRED READING**

- LAS CIUDADES INVISIBLES. Italo Calvino.19 72. Editorial Siruela.

## Methodology

The GENERAL aim of the course INTRODUCTION TO PROJECTS is to introduce students to their own design language and to

develop the necessary tools to achieve a transformation process of the reality. In this Introduction to Projects, the main tools will be freehand drawings, photography pictures and coloured drawings.

The course will have assignments that will last 1 or 2 sessions or others that could last 1 or 2 weeks. The latter will go from the analysis of several inputs (material, uses, city, environment, place) to the final proposal.

Each student has to keep a portfolio with all the information and project assignments that will be part of the formal evaluation.

The professor explains throughout the course the theoretical concepts of the subject through masterclass lectures. In these classes, the teacher exemplifies the lesson content while doubts or resolve cases of interest proposed by the students. That's the nature of matter that the proportion of time devoted to lectures stands at 60% and the remaining 40% is devoted to practical sessions and assignments in workshops.

Month	Week	Day	Content	
September	1st	14	MASTERCLASS – URBAN CORE CONCEPTS	2hs
		15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 1	2hs
		21	MASTERCLASS – URBAN CORE CONCEPTS	2hs
	2nd	22	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 1	2hs
October		3rd	1	ACTIVITY: VISIT - LLEIDA
October	4th	5	MASTERCLASS – URBAN CORE CONCEPTS	2hs
		6	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 2	2hs
	5th	13	MASTERCLASS – URBAN CORE CONCEPTS	2hs
		19	MASTERCLASS – URBAN CORE CONCEPTS	2hs
		20	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 2	2hs
	6th	26	MASTERCLASS – URBAN CORE CONCEPTS	2hs
		27	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 3	2hs
		29	ACTIVITY: VISIT - BARCELONA	8hs
November	8th	2	MASTERCLASS – URBAN CORE CONCEPTS	2hs
		3	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 3	2hs
	9th	9	MASTERCLASS – URBAN CORE CONCEPTS	2hs
		10	1 <sup>st</sup> Theory test + Individual assignments delivery	2hs
		16	MASTERCLASS – URBAN CORE CONCEPTS	2hs
	10th	17	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 4	2hs
		23	MASTERCLASS – URBAN CORE CONCEPTS	2hs
11th	24	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 4	2hs	
	30	MASTERCLASS – URBAN CORE CONCEPTS	2hs	
December	12th	1	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 5	2hs
		14	MASTERCLASS – URBAN CORE CONCEPTS	2hs
	14th	15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 5	2hs
		21	WORKSHOP –FINAL PAPER ASSIGNMENT	2hs
		22	WORKSHOP –FINAL PAPER ASSIGNMENT	2hs
January	16th	11	EXAMS	2hs
		12	2 <sup>nd</sup> Theory test + Group Assignments Delivery	2hs
		18	EXAMS	2hs
	17th			

	19	<b>FINAL PAPER ASSIGNMENT PRESENTATION</b>	2hs
18th	25	<b>TUTORIALS</b>	2hs
	26	<b>TUTORIALS</b>	2hs
February	1	<b>RECOVERY ASSIGNMENTS</b>	2hs
	19th	2	<b>RECOVERY ASSIGNMENTS</b>

## Development plan

Week	Date	Description	Classroom Activity	HTP <sup>(2)</sup> (Hours)	Self-student Assignment	HTNP <sup>(3)</sup> (Hours)
1st	14.09.15	MASTERCLASS URBAN CORE CONCEPTS	PRESENTATION / MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
	15.09.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 1	CASE STUDY + WORKSHOP(Individual)	2	Study and Practic development	3
2nd	21.09.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
	22.09.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 1	CASE STUDY + WORKSHOP(Individual)	2	Study and Practic development	3
3rd	<b>01.10.16</b>	<b>ACTIVITY: VISIT - LLEIDA</b>	<b>OUTDOOR VISIT</b>	<b>4</b>	<b>Practic development Photograph and Draw</b>	<b>6</b>
4th	05.10.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
	06.10.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 2	CASE STUDY + WORKSHOP(Individual)	2	Study and Practic development	3
5th	13.10.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
6th	19.10.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
	20.10.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 2	CASE STUDY + WORKSHOP(Individual)	2	Study and Practic development	3
7th	26.10.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
	27.10.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 3	CASE STUDY + WORKSHOP(Individual)	2	Study and Practic development	3
8th	<b>29.10.15</b>	<b>ACTIVITY: VISIT - BARCELONA</b>	<b>OUTDOOR VISIT</b>	<b>8</b>	<b>Practic development Photograph and Draw</b>	<b>6</b>
	02.11.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
9th	03.11.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 3	CASE STUDY + WORKSHOP(Individual)	2	Study and Practic development	3
	09.11.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
10th	<b>THEORY TEST n°1</b>	<b>Rating B.1</b>	<b>1st Theory test + assignments delivery</b>	<b>2</b>	<b>Test</b>	<b>4</b>
	16.11.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
	17.11.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 4	CASE STUDY + WORKSHOP(Group)	2	Study and Practic development	3



11th	23.11.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
	24.11.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 4	CASE STUDY + WORKSHOP(Group)	2	Study and Practic development	3
12th	30.11.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
	01.12.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 5	CASE STUDY + WORKSHOP(Group)	2	Study and Practic development	3
14th	14.12.15	MASTERCLASS URBAN CORE CONCEPTS	MASTER CLASS - D.PAMPOLS	2	Study and Practic development	3
	15.12.15	TOPIC DISCUSSION – WORKSHOP ASSIGNMENT 5	CASE STUDY + WORKSHOP(Group)	2	Study and Practic development	3
15th	21.12.15	WORKSHOP –FINAL PAPER ASSIGNMENT	FINAL PAPER ASSIGNMENT-Individual	2	Study and Practic development	3
	22.12.15	WORKSHOP –FINAL PAPER ASSIGNMENT	FINAL PAPER ASSIGNMENT-Individual	2	Study and Practic development	3
16th	<b>THEORY TEST n°2</b>	<b>Rating B.2</b>	<b>2nd Theory test + assignments delivery</b>	<b>2</b>	<b>Test</b>	<b>4</b>
17th	<b>FINAL PAPER</b>		<b>Final paper assignment presentation</b>	<b>2</b>	<b>Test</b>	<b>4</b>
18th	<b>TUTORIAL</b>	<b>TUTORIAL</b>	<b>Tutorials Introduction to projects II: Urban</b>	<b>4</b>	<b>Tutorial</b>	<b>6</b>
19th	<b>RECOVER</b>	<b>RECOVERY TEST</b>	<b>Recovery Test Introduction to projects II: Urban</b>	<b>2</b>	<b>Test</b>	<b>4</b>

(2)HTP = time commitment expected in class

(3)HTNP = time commitment expected out of class

## Evaluation

**A-** Class debates, workshops, group assignments and visit's assistance : **10%**

- Assistance (5%): Class and Group activities assistance
- Attitude (5%): Class debates participation, global attitude, workshops

**B-** Theoretical and regular rating : **65%**

- 1st theory test (15%): Urban Core Concepts I + 1st to 3rd Assignments delivery
- 2<sup>nd</sup> theory test (50%): Urban Core concepts II + 4th, 5th and Final Paper Assignments delivery

**C-** Workshop assignments: **25%**

Assignments started developing in class, working in groups or individually:

- 1<sup>st</sup> assignment (5%): 4 h workshop in class assignment
- 2<sup>nd</sup> assignment (5%): 4 h workshop in class assignment
- 3<sup>rd</sup> assignment (5%): 4 h workshop in class assignment
- 4<sup>th</sup> assignment (5%): 4 h workshop in class assignment
- 5<sup>th</sup> assignment (5%): 4 h workshop in class assignment

## Bibliography

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