



Enhancing of Heritage Awareness and
Sustainability of Built Environment in
Architectural and Urban Design Higher Education

STATEMENTS



for Teaching through Design
for Sustainability of the Built
Environment and Heritage
Awareness



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INTELLECTUAL OUTPUT 3
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Statements for Teaching through Design for Sustainability of the Built Environment and Heritage Awareness

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Note: These analysis were prepared or accomplished by individual author/group of authors in relation to their professional expertise and backgrounds. The views, thoughts, and opinions expressed in the analysis and statements belong solely to the author/s of specific analysis and do not directly reflect the view of the whole HERSUS consortium.

INTRODUCTION

HERSUS project Intellectual Output 3, titled "Statements for Teaching through Design for Sustainability of the Built Environment and Heritage Awareness" presents a strategy containing (1) necessary qualifications that an architect has to obtain in order to be competent for architectural and urban design, as well as (2) up-to-date qualification that architectural educator needs to obtain in order to advance teaching about the sustainability of the built environment and heritage awareness. The output elaborates proposals regarding the contents and the methods of teaching of the architectural education in the initial defined fields: Sustainable Reconstruction in Urban Areas, Adaptive Reuse and Resilience and Climate Change. Having in mind that the development of IO1 and IO2, as well as, HERSUS Webinar have posed different challenges for all HERSUS researchers, the IO3 aims at reaching a consensus among the HERSUS consortium on concepts and fields of action relevant to sustainability and heritage. In this sense, the initially defined fields are reviewed and hence, the IO3 enables a consensus established through a multigeographical and multicultural perspective across Europe.

GENERAL BACKGROUND:

In the 21st century, the cities urbanisation is passing through significant changes, and the practical arena of architectural and urban design requires the advancement in teaching about the sustainability of the built environment and heritage awareness. The main characteristic that could be distinguished behind the previous analysis is that the present teaching methods and practices of sustainability and heritage are widely questioned and have an increasing interest of the management of HEIs. More specifically, this issue has three-fold complementary perspectives:

- (1) the contemporary content of the teaching of the subject areas,
- (2) the qualitative and quantitative position of the subject areas in a school curriculum, and

- (3) the accomplished methods for the transmission and crossing of the knowledge of the subject areas.

In this context, a particularly important objective is to clarify this new condition of sustainability of the built environment and heritage teaching and discuss its characteristics.

The idea for IO3 arose from the need to bring together teaching staff and experts in disciplines of the built environment to formulate the new unique students' profiles. Statements for teaching bring the innovative element through the implementation of interdisciplinary teaching based on learning by design methodology. Upon completion of the IO3 publication, the HERSUS target groups (students/teachers/trainers/tutors) could use this book to gain a clearer picture of specific training and teaching activities that can enable the alignment of the needs of the practice and teaching of the sustainability of the urban and architectural heritage.

Recommendations on education for the sustainable architectural and urban design sector are produced. The strategy also builds on the results of Seminar C1 – SWOT Analysis. These tools serve to provide a coherent set of information and a programme of advanced teaching modules for architectural and urban design educators. A step closer to reaching an integral professional profile of an architect is primarily the case of thematic enhancement and specialisation rather than structural change of study programmes. This can be achieved through the introduction of different research and educational areas that follow the contemporary course of theory and practice. The project is striving to create a new innovative educational framework that can integrate vital educational challenges in the field of architectural and urban design. The aim is to link scales, to challenge different types of problems, to generate sustainable-based approaches, and to

It is expected that educators would create a new way of thinking and teaching of different European spatial contexts through the shared experience. The IO3 will be a set of recommendations for partners, whose aim is to strengthen and expand cooperation with practice and to strengthen and disseminate the idea of interdisciplinary teaching with respect to the immediate environment of different cultural contexts. Development of teaching strategies will contribute to the better understanding of needs in terms of defining a new professional profile of the students through the exchange of experiences between teaching staff, public and private sector on M1, C1 and E1 in terms of (1) Environmental and Contextual Issues relating to Architecture as well as (2) Collaboration & Interdisciplinarity in Architecture.

In the course of redefining the professional profile of architect through the HEI system, there is a constant striving towards achieving an integral profile - one that will have the capacity and skills:

- (1) to connect different scales (from urban to architectural),
- (2) to identify different types of problems and solve them through the design, and
- (3) to make our environment and cities sustainable for the future.

This output is the primary input for the development of "Book of courses" which will be developed by the academic institutions as a part of the project (IO5). It will be presented in the form of a pedagogical strategy and should be disseminated in all schools of the participating countries and to the broader audience as well. Therefore, the strategy will be available for discussion via the "HERSUS Sharing Platform" (IO4) and HERSUS Website among educators, professionals, and architects from all over Europe.

Based on activities M1, C1 and E1 and gathered experiences from IO1 and IO2, the Statements for teaching will provide ground for discussing content, pedagogical methods, guidelines and future structure of curriculum for teaching within the partner organisations in the relevant fields. IO3

should define and elaborate on professional competencies which need to be developed both by (1) architect/urban designers, and (2) architectural educators.

The Strategy will consist of two parts. The first part of the report connected to a new profile of an architect/urban designer should define both (1) general skills, and (2) specific skills which are needed to be developed through the implementation of new courses. The strategy should formulate students' profiles so that they are trained in the broad architectural domain, that possess technical, technological, socio-humanistic and artistic skills and, therefore, that can contribute to the socio-environmental challenges of the 21st century. The second part of the report connected to a new profile of architectural educator should define both (1) general skills, and (2) specific skills which are needed to be adopted among the educators before the implementation of new courses. The strategy should formulate educators' profiles so that they can be responsible for the improvement of the education and training of future architects/urbanists to enable them to meet the expectations of 21st-century societies worldwide for sustainable human settlements in different cultural contexts.

The IO3 study is prepared in a form of publication which consist of following sections:

Introduction: General Background, Research Phases and Methodology, Study Development,

Teaching Vademecum on Heritage and Sustainability: Statements on Notions, Ideas, Design Strategies, Design Tactics, Tools and Techniques, and Heritage Types relevant for the HERSUS scope through defining:

- General Definition/Explanation of Notion, Idea, Design Strategy, Design Tactic, Tool and Technique, and Heritage Type,
- Literature Selection relevant for Notion, Idea, Design Strategy, Design Tactic, Tool and Technique, and Heritage Type,
- Content WHAT? – Defining relevant content for learning and teaching on specific Notion, Idea, Design Strategy, Design Tactic, Tool and Technique, and Heritage Type,
- Methods HOW? - Defining relevant methods for learning and teaching on specific Notion,

Idea, Design Strategy, Design Tactic, Tool and Technique, and Heritage Type,

- Goals WHY? – Defining learning goals in line with specific Notion, Idea, Design Strategy, Design Tactic, Tool and Technique, and Heritage Type,

- Course Type – Mark course type/types which could engage specific Notion, Idea, Design Strategy, Design Tactic, Tool and Technique, and Heritage Type,

- Scale – Mark scale/scales which is relevant for learning on specific Notion, Idea, Design Strategy, Design Tactic, Tool and Technique, and Heritage Type,

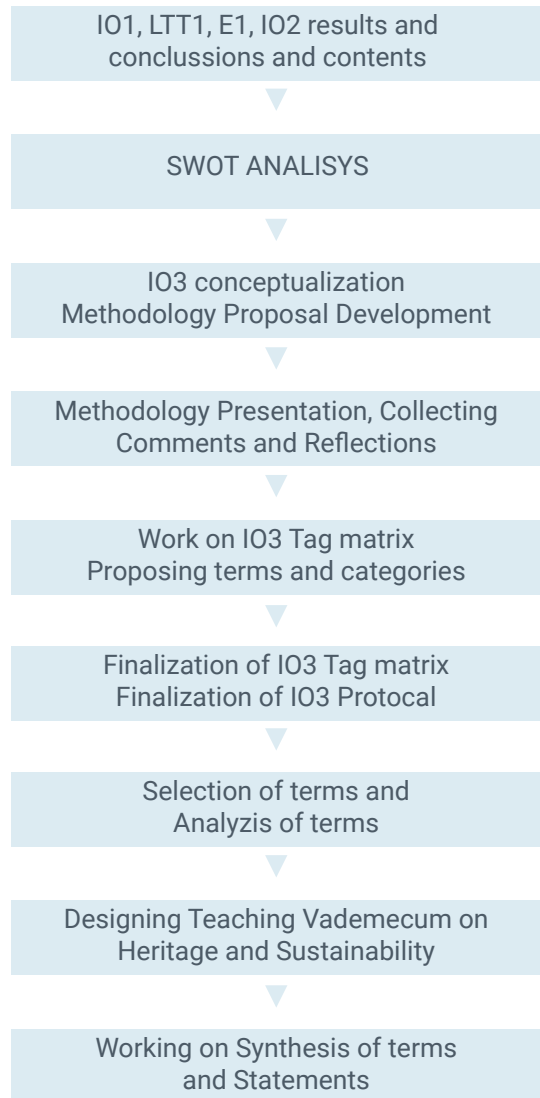
- Learning outcomes – describe expected learning outcomes for students/competencies which they could obtain through learning on specific Notion, Idea, Design Strategy, Design Tactic, Tool and Technique, and Heritage Type,

- Teachers' Competences – explain necessary competencies of teachers who could be engaged in teaching process of specific Notion, Idea, Design Strategy, Design Tactic, Tool and Technique, and Heritage Type.

Review of Statements/Strategy - defining and elaborating on professional competencies which need to be developed both by (1) architect/urban designers, and (2) architectural educators based on Teaching Vademecum on Heritage and Sustainability – synthesis of analysis.

The basic idea of the central part of IO3 entitled Vademecum on heritage and sustainability is reflected in a dual perspective: (a) establishing statements about the relevant notions, ideas, design strategies, design tactics, tools, techniques and heritage types, and (b) establishing statements about their importance for the domain of education. The Vademecum will present a series of analysed terms according to the structure from the proposed template and will together with IO1 and IO2 represent the basis for the later creation of the Book of Courses (IO5) through the intersection of different statements.

RESEARCH PROCESS



HOW TO READ HERSUS VADEMECUM STATEMENTS

1

GENERAL INFO
ON TERM AND
AUTHORS

2

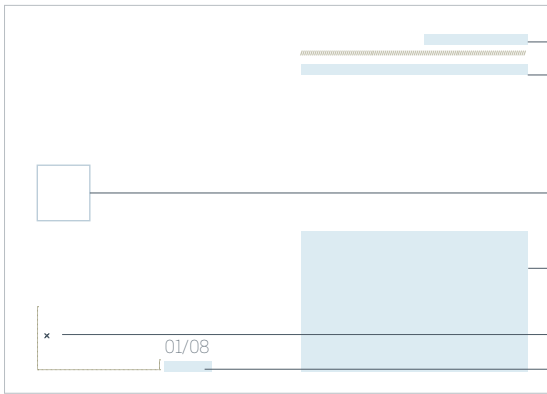
WHAT, HOW, WHY,
BY WHOM TO BE
TOUGHT

3

AT WHAT COURSE
TYPE , WHICH
SCALE AND WHAT
OUTCOMES TO
EXPECT

4

RELEVANT
REFERENCES FOR
THEORY AND
PRACTICE

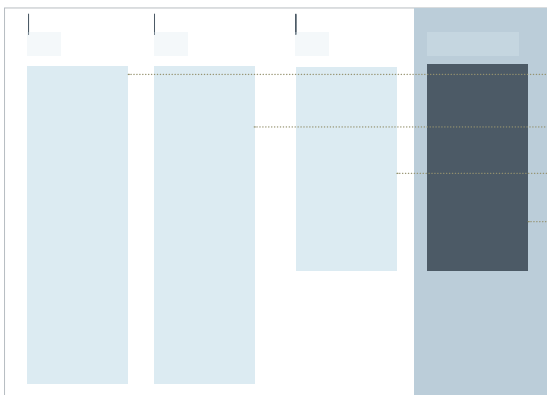


TITLE
TRANSLATION IN HERSUS PARTNERS LANGUAGES

HERSUS PARTNERS LOGO

GENERAL DEFINITION

AUTHOR/S
TYPE OF TERM

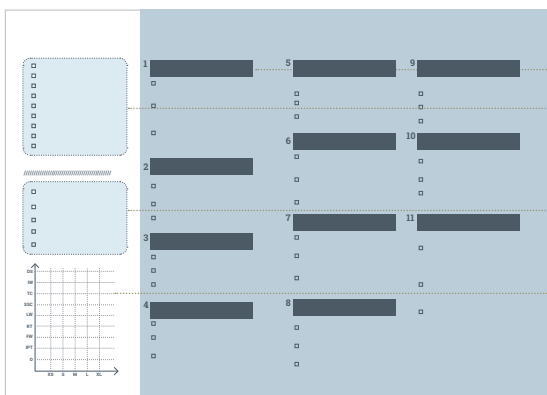


WHAT? CONTENTS

HOW? METHODS

WHY? GOALS

TEACHING COMPETENCES



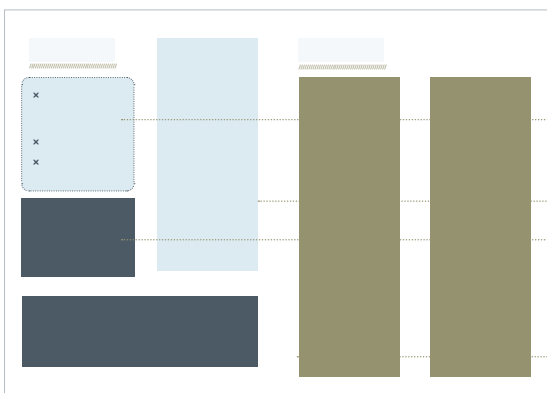
COURSE OUTCOMES

COURSE TYPE

COURSE SCALES

MATRIX - COURSE TYPE IN RELATION TO SCALE

■ □ Checklists



RELEVANT EXAMPLE ID

RELEVANT EXAMPLE EXPLANATION

RELEVANT EXAMPLE PHOTOS

KEY REFERENCES

terms

NOTIONS

Cultural and Collective Memory



Urban Narratives



Resilience



Urban Patterns



Heritage genealogy



Cultural Studies



Cultural Identity



Cultural Enhancement



Cultural Heritage



UB-FA

×

Mladen Pešić

02/09

notions

statements

URBAN NARRATIVES

урбани наративи • *Narrazioni urbane* • Αστικές Αφηγήσεις • *Narrativas Urbanas*

GENERAL DEFINITION/ EXPLANATION

Diverging notions of what is meant with and under narrative(s), it's (their) function and use has been in the centre of research and practical attention in previous years especially regarding the narrative and rhetorical structure of urban theory, planning and design. The concept of narrative is "borrowed" from literary theory, where notion of narratology is commonly described as the study of narrative structure, looking at what narratives have in common and what makes one different from another. Accordingly Paul Ricoeur (1984) explains narrative as a number of events that are connected into meaningful whole due to the dynamics of plot that refers to the configurational arrangement of heterogeneous events that is based on their causal relation. James A. Phelan (2007), a representative of rhetorical narratology, defines narrative as "somebody telling somebody else on some occasion and for some purpose(s) that something happened" and he understands narrative primarily as a "rhetorical act". Narrative turn or „story turn“ in urban and planning theory happened, as stated by the Leonie Sandercock (2010), in the beginning of the 1990s and it has several methodological roots that are associated with Foucauldian interest in discourse, storylines and argumentation and with the post-Habermasian interest in the way that language shapes human interaction including planning and policy. Multiple ways of understanding and using urban narrative as conceptual device and tool in the processes of argumentation and storytelling within the design and planning process makes it of symbolic value that could be addressed through representing, mapping, photographing etc.

WHAT?

CONTENT

Generally urban narrative is seen as something descriptive, which reflects the state of things within the built environment. However due to different contemporary turning points urban narrative could be also examined as notion that is prescriptive and normative, and that has an serious impact on shaping the built environment especially regarding the sustainability and heritage.

Urban planning nowadays is increasingly conceived as a form of “persuasive storytelling” (Throgmorton 1996), while storytelling is part of urban design that takes into account “stories of place can inform designers about the narrative fabric that is as much a critical part of the context of a site as the soil type” (Mark Childs, 2008). Also “Narrative is a means of understanding and describing the world in relation to agency. It is a means of linking locales, landscapes, actions, events and experiences together providing a synthesis of heterogeneous phenomena” (Christopher Tilley, 1994). By acknowledging the importance of these issues future professionals should be equipped with specific knowledge, skills and different methods in order to relate to urban and architectural narratives, and start defining key concepts for a narrative analysis, modes of storytelling and their use in urban planning and design.

Learning process should include the information about “storyfication” of planning and policy, and of the “narrative turn” in planning theory, narrative mapping, cartography of narratives and all other micro-narratives that act within a broad ecology of narratives, including media narratives, everyday citizen narratives, and cultural representations of space.

HOW?

METHODS

General teaching approach will be information-oriented with theoretical insight into existing definitions of urban narrative, its use and significance in contemporary urban and planning theory.

Each theoretical notion should be spatially comprehended and represented in order to make formal connection and relation between abstract ideas of various narratives and their practical manifestation. Typology of **urban narratives** should be addressed parallel with promotion of added value of a narrative approach in establishing critical thinking in evaluation of cultural heritage and sustainability analysis. Symbolic order of urban narrative should be addressed through three perspectives - charting and understanding the city's various layers of meaning by way of a narrative mapping, examination of narrative strategies and rhetoric in planning and developing new conceptualizations and methodologies that could reconcile local narratives with planning perspectives.

Practical part of the course should be implemented through generating (a) *Atlas* (as collections of maps, diagrams, cartograms), (b) *Guide* (manuals, recipes, a game, instructions) and *Archives* (database, indexes), but also many other forms of narratives, any form that organize information.

WHY?

GOALS

Teaching intentions should include general notion of narrative turn in urban planning and design and future unfolding of built environment. In this process areas of literary theory, urban and architectural history and theory, sociology, philosophy and other humanistic sciences should be covered. From planning and design perspective, narratives are often used in the form of explanations, regulations and arguments about changes in the pattern of spatial activity, form, function etc. Accordingly different form of new knowledge regarding this issues is needed that provide a new line and plot for stories that will describe and stimulate alternative futures and alternative roles of cultural heritage and sustainability. **Urban narratives** provide a means to make sense of and understand social phenomena and individual experience, user needs, regulations, spatial transformation etc. By learning about different forms and types of **urban narratives** in the context of planning and design new tools tool for scholars, planners, and the general public could be developed that will be used in defining more precise terms about cultural heritage, context, and objectives of **urban narratives** in sustainable development.

TEACHERS' COMPETENCIES



Teacher competencies should include knowledge in correlation with **social sciences and humanities** aligned with specific knowledge and expertise regarding **built environment, urban planning, urban design and architecture.**

COURSE TYPE

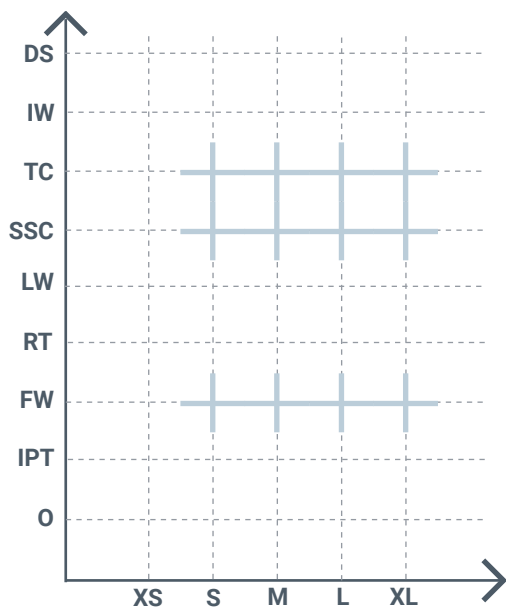


- Design Studio (DS)
- Intensive Workshop (IW)
- Theory Course (TC)
- Seminar (short comprehensive) (SSC)
- Laboratory work (LW)
- Research Thesis (RT)
- Field work (FW)
- Internship Practical training (IPT)
- Other (O)

SCALE



- Construction Detailing and Interior Design Scale (XS)
- Architecture: Buildings Scale (S)
- Urban Design Scale (M)
- Urban and Regional Planning Scale (L)
- Landscape Scale (XL)



LEARNING OUTCOMES

1 Ability to create architectural designs that satisfy both aesthetic and technical requirements. The student could have the ability to:

- prepare and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief;
- understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a comprehensive design project;
- develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user.

2 Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences. The student will have knowledge of:

- the cultural, social and intellectual histories, theories and technologies that influence the design of buildings;
- the influence of history and theory on the spatial, social, and technological aspects of architecture
- the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach.

3 Knowledge of the fine arts as an influence on the quality of architectural design. The student will have knowledge of:

- how the theories, practices and technologies of the arts influence architectural design;
- the creative application of the fine arts and their relevance and impact on architecture;
- the creative application of such work to studio design projects, in terms of their conceptualisation and representation.

4 Adequate knowledge of urban design, planning and the skills involved in the planning process. The student will have knowledge of:

- theories of urban design and the planning of communities;
- the influence of the design and development of cities, past and present on the contemporary built environment;
- current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development.

5 Understanding of the relationship between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale. The student will have an understanding of:

- the needs and aspirations of building users;
- the impact of buildings on the environment, and the precepts of sustainable design;
- the way in which buildings fit into their local context.

6 Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors. The student will have an understanding of:

- the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society;
- the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment;
- the potential impact of building projects on existing and proposed communities.

7 Understanding of the methods of investigation and preparation of the brief for a design project. The student will have an understanding of:

- the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals;
- the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context;
- the contributions of architects and co-professionals to the formulation of the brief, and the methods of investigation used in its preparation.

8 Understanding of the structural design, constructional and engineering problems associated with building design. The student will have an understanding of:

- the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design;
- strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques;
- the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices.

9 Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate. The student will have knowledge of:

- principles associated with designing optimum visual, thermal and acoustic environments;
- systems for environmental comfort realised within relevant precepts of sustainable design;
- strategies for building services, and ability to integrate these in a design project.

10 The necessary design skills to meet building users' requirements within the constraints posed by cost factors and building regulations. The student will have the skills to:

- critically examine the financial factors implied in varying building types, constructional systems, and specification
- understand the cost control mechanisms which operate during the development of a project;
- prepare designs that will meet building users' requirements and comply with legislation, appropriate performance standards and health and safety requirements.

11 Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning. The student will have knowledge of:

- the fundamental legal, professional and statutory responsibilities of the architect, and the organisations, regulations and procedures involved in the negotiation and approval of architectural designs, including land law, development control, building regulations and health and safety legislation;
- the professional inter-relationships of individuals and organisations involved in procuring and delivering architectural projects, and how these are defined through contractual and organisational structures;
- the basic management theories and business principles related to running both an architects' practice and architectural projects, recognising current and emerging trends in the construction industry.

BUILT ARCHITECTURAL / URBAN DESIGN PROJECT EXAMPLE



Area:

- ✕ Kalasatama (Eastern Harbour) and Jätkäsaari (West Harbour), Helsinki waterfront

Area transformation:

- ✕ 2008-2040



Having in mind that in this case “notion” is described it would be very difficult to prove its direct implementation in any relevant example. However in this case an example of using the notion of urban narrative in planning and design process could be found in the project for the Helsinki waterfront and two specific areas – Kalasatama (Eastern Harbour) and Jätkäsaari (West Harbour). As stated by Lieven Ameel (2020), in the planning process of Helsinki waterfront “narratives are found in various forms from the usual, almost book-length urban planning documents, to official websites with historical stories of the area, to branding and marketing narratives such as the graphic identity that was created for Jätkäsaari”. Her indebt analysis of this process could be used as illustrative example of using various urban narratives and their different typologies in urban planning and design of Kalasatama and Jätkäsaari previously used as industrial sites. This claim of using urban narrative in “plotting of the Helsinki waterfront” is supported by the claim that the development of Jätkäsaari was proceeded and accompanied by commission of a literary novel – book *Hyvä jätkä* (Good Chap; 2009) that was distributed to future residents and that in Kalasatama “comic reels aimed at the general public and by place-making strategies ranging from imaginative toponyms to co-creation and artistic interventions” were profusely used.

Figure 1. Historical images of Jätkäsaari (West Harbour).

Source: WikiCommons, CC BY 4.0

RELEVANT LITERATURE
/ SOURCES FOR FURTHER
RESEARCH



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