

## Faculty of Architecture, Design and Urban Studies

Includes the School of  
Architecture, the Institute  
of Urban Studies, and the  
School of Design.

### **SCHOOL OF ARCHITECTURE**

The teaching of architecture as a discipline at the Pontificia Universidad Católica de Chile began in the late 19th century. The School itself was created in 1894, which makes it the first formal School of the country and one of the first in the Americas. Since its beginning, the School has focused with uncommon intensity on examining the relations between culture, city, and architecture. During its 114 years of existence, there have been three main stages in the evolution of the School.

The first moment consisted of the initiative to teach architecture within the university setting, taking into account the way in which architecture creates the setting where people live: the city. This meant special attention towards form, to its laws and what its knowledge entailed. The second moment was mainly concerned with keeping pace up with the turmoil of changes in the world and attempting to stay up to date with the cultural pace of other contexts. This moment is best characterized by the increased importance of abstraction and with the strong links to the artistic ideas and the personalities that took part in the International Modern Movement.

The inevitable opening to an increasingly global world and the influence of the new media through which the city and architectural works

are being produced and reflected, makes it necessary for the School to pay attention to the academic quality of its teaching and research, to the demands of professional training, and to the debates on professional practice and its consequences for the country. This is our current stage. The interaction of architecture with the city and its territory has produced new challenges that demand an increasingly interdisciplinary approach and at the same time an awareness of architecture's disciplinary boundaries. The School of Architecture is part of a Faculty in which the School of Design and the Institute of Territorial & Urban Studies are integral parts. The School's editorial activity, which has been in practice for more than twenty years continuously, is also very accomplished. The publication of books, architectural monographs, and the periodical edition of the ARQ review, have resulted in the School's participation in an intellectual debate that reaches beyond the country's boundaries. In terms of pedagogy, the School's approach can be described as the search for a balance between theory, observation, and hands on activities. To achieve this, we have established a sequence of three phases or stages in the horizontal relationships of our academic curriculum.

The workshop area is the main "Core", and the courses are structured in the thematic areas of advanced training in a progressive sequence.