



Programme: Political Architecture: Critical Sustainability (PACS) **Title:** Constructing Context

<p>Semester: Autumn semester 2018 Semester Theme (architecture): Theory & Method</p>	<p>Period: 3. september 2018 – 25. januar 2019 ECTS-points: 30</p>
<p>Contents: CC 1.1 - Constructing Context</p> <p>Based on desk research, fieldwork and thematic inputs from external collaborators students individually construct a project context. Context construction will be student driven - reflecting personal interests and concerns based on e.g. conceptual, material, historical and social findings as well as existing stakeholder policies. Also students will engage in basic questions of "what architecture can do" - theoretically introduced via concepts such as architectural agency, performativity and affordance.</p> <p>Fieldwork 2018/19 to The South Funen Archipelago (Det Sydfynske Øhav)</p> <p>Fieldwork provides the material, geographical, political and architectural context for co-evolutionary project work. The South Funen Archipelago will provide a rich and differentiated problem field and knowledge base for work throughout the study year. Focus will be on e.g. migration flows, ageing population, immigration politics (animal, vegetation, culture), new maritime potentials, the periphery of welfare society, livelihood, infrastructure, agriculture, (agro-) tourism as well as state, regional and municipality level policies targeting decline.</p> <p>CPW 1.1 - Introducing Co-evolutionary Project Work</p> <p>The co-evolutionary approach[method] centers on a process of interaction through difference between two paths of investigation, one pursuing academic 'thinking through scholarly method' [theory], the other developing architectural proposition from 'heuristic thinking through material production'. Students will begin to explore creative potentials in connections and distinctions between academic work and architectural design processes.</p> <p>Based on CC 1.1 'Constructing Context' a series of academic writing classes will encourage students to cultivate writing efforts towards the format of the academic article[theory]. The</p>	<p>Learning Outcomes (Knowledge, skills and competences) CC 1.1 - Constructing Context</p> <p>Based on increased competencies in undertaking desk research and fieldwork students will learn structured information collection(skill), to point out and pursue a path of investigation(skill/competence) and obtain skills in identifying theoretical and architectural implications consolidating and challenging their ideas, concerns and findings[use of theory]. The development of a project context as a political context will implicate formulation of an individual take on project relevance(competencies) pertaining to anything from personal architectural preoccupations, social sustainability issues to 'saving the world'-ideology and ideas of architectural dissidence.</p> <p>CPW 1.1 - Introducing Co-evolutionary Project Work – 1st & 2nd implication.</p> <p>Students will obtain skills and initial competencies in aggregating discursive academic and non-discursive architectural practices into co-evolutionary project work[method].</p> <p>Based on the construction of context through desk research and fieldwork, 1st IMPLICATION is the development of competences in academic writing based on preliminary operational skills in academic fundamentals such as research question, scholarly method, data acquisition, analysis and development of a relevant theoretical framework. 2nd IMPLICATION concerns strengthening of competencies in</p>



<p>discursive results will be a short essay and a written preliminary program including chapters on state-of-the-art, political context and interest/object of study/intend. The primary non-discursive developments will follow from an iterative approach to architectural proposition, which increasingly will be the focus towards the end of the semester.</p> <p>Additional: Polysophicum: Semester-long series of hermeneutic/analytical in-plenum reading sessions concerning: 1) study of selected primary texts from the architectural and philosophical tradition; 2) texts etc. with focus on PA and CS through architecture.</p> <p>Courses depend on allocation of resources:</p> <p>PACS+KKA (eq. to 3,3ECTS - Course depends on allocation of resources): Politics and Poetics: Taking point of departure in the involved programmes teaching methods and the 17 UN-SDGs the course will investigate a set of architectural and artistic practices, and a number of analytical texts from the 20st and 21st C in order to qualify the question of the societal relevance of architecture. The investigation will be structured in 3 parts: 1) lectures by architects, historians and artists; 2) text-based discussions. 3) Individual production of texts and visuals to be collected in book-form.</p> <p>PACS+AEE (eq. to 5ECTS - Course depends on allocation of resources): Seminar introducing research methodologies and various approaches to critical thinking through lectures, roundtables and writing exercises and study of selected literature. Through the seminar students will acquire competencies in reflecting and positioning their work within a scope of critical thinking, as well as competencies in developing a critical praxis through writing.</p>	<p>propositional architectural project work. Overarching aim is for students to aggregate 1st and 2nd IMPLICATION paving the way towards the development of co-evolutionary competencies [method].</p>
<p>Attendance requirements:</p> <p>Full attendance and participation is expected.</p>	<p>Submission requirements:</p> <p>Insofar as assignment specifications and course descriptions detail formal submission requirements, these must be met by the student.</p>
<p>Syllabus:</p> <p>>600 pages (titles given in the semester plan)</p>	<p>Method of assessment: Oral examination</p> <p>Grading: Danish 7-point grading scale</p>



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