



Programme: Urbanism and Societal Change

Title: Reparations

Semester: 2	Period: 5 February – 27 June 2024 ECTS-points: 20
Contents: <p>This semester will explore the spatial implications and potentials of reparation – in urban sites of environmental and natural disaster, and conflict. Students will be tasked with developing coherent spatial alternatives to current urban development practices at the territorial scale; at the neighbourhood scale, and at the architectural scale that respond to their research, and to the challenges and opportunities at hand. The work will be conducted in dialogue with relevant academics, public, private and civic sector actors.</p>	Learning Outcomes (Knowledge, skills and competences): <p><u>General:</u></p> <ul style="list-style-type: none">- skills related to relevant <u>history, theory and discourse</u>, and their application;- knowledge and skills addressing the complex landscape of <u>actors and dynamics</u> in the production of architecture and urbanism, and the relevant competencies related to <u>architecture/planning system practices/technologies</u> that steer/support them – with reflection upon the complex local practice conditions;- competencies in <u>research and analysis</u> allowing comprehension, synthesis and visualization of complex conditions of societal change taking place – and the ability to translate / reformulate these conditions in the form of architectural and urban <u>programs and projects</u> within specific contexts;- competencies in the creative <u>iterative concept development</u> and production of the architectural, urban project. This includes competencies in the development of spatial, organisational and strategic concepts, and their development and articulation in relevant mediums and materialisations;- skills and competency in a range of media of architectural and urban <u>communication and visualisation</u>; <p>GIS 2 Advanced skills in the use and analysis of GIS-data.</p>
Teaching forms: <p>The general pedagogical approach is centred upon a feedback loop between research and design supported by a combination of courses and studios. Design assignments, are carried out at registers and scales spanning from the architectural intervention, and urban design, to the strategic urban plan. Emphasis will be placed on practices of engaging societal challenges through precisely framed research polemics and articulate and artistically developed designs. In addition to the main research-design studio component of the semester, supporting course elements involve a range of lectures, readings, discussions, subassignments etc.</p>	
Courses: <p>GIS 2, Advanced: Advanced research, analysis, and visualisation of urban conditions and dynamics through geographical information systems (GIS)</p>	



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<p>Attendance requirements: (write only requirements for activities for which attendance is a prerequisite for attending the oral examination)</p> <p>Full attendance and participation in all activities is expected.</p>	<p>Submission requirements:</p> <p>Background and in depth research/ identification and analysis of key issues. Infographics and visual communication of the research. Programmatic development. Formulation of the design scenario and its argumentation. Presentation of the intervention with models, drawings and visualisations; and presentation of its transformation in relation to the planning system framework, presented with planning documents including drawings and other visual material.</p>
<p>Syllabus: Approx. 200 pages (titles given in the semester plan)</p>	<p>Method of assessment: Oral examination, 30 minutes</p> <p>Grading: Danish 7-point grading scale</p> <p>Censor: Internal</p>



Program: USC & Arkitektur og Landskab

Titel: Lærestalterne Fælles Byplankursus (LFB)

Semester: 2	Periode: 6. februar – 8. marts 2024 ECTS-point: 10
Indholdsbeskrivelse: <p>The LFB study programme aims to explore the impact of economic, societal, and environmental dynamics unfolding at a global level on spatial transformation at a local level – namely, in Copenhagen and its metropolitan region.</p> <p>The programme comprises a series of lectures dealing with broader socio-economic processes such as the competition state, globalization, regional spatial transformation, social inequality amongst others, combined with discussions on how such processes have an impact at a local level. The course will provide a discussion of a case study in Copenhagen, namely Nordhavn.</p> <p>Through inter-disciplinary perspectives, we intend to give students insight into complex processes of urban transformation and how urban development approaches are implemented through concrete development projects. Furthermore, we intend to explore how landscape, space, place, materiality, and infrastructure can be instrumental in urban development projects, how they are understood, conceptualized and engaged in urban planning and design.</p> <p>The following issues will be explored through the discussion of selected urban development cases:</p> <ul style="list-style-type: none">• Processes of change as a result of deindustrialisation and urban restructuring• Governance and strategic planning approaches• Economic perspectives on and financial models for urban development• Investments in and implementation of new infrastructure: roads, bridges, metro• The role of landscape, topography, geology and earth infrastructures in response to the challenges of climate change• Social polarization and conflicts associated with the development of new, private housing and gentrification	Læringsudbytte opdelt i viden, færdigheder og kompetencer: <p>The learning outcome for LFB comprises the following.</p> Knowledge about: <ul style="list-style-type: none">• The impact of global economic, political, societal, and environmental dynamics on urban transformation• The role of landscape as a structuring element in urban development• Urban transformation approaches involving water systems and infrastructures• Importance of the spatial and physical / material dimension in urban planning• The role of urban communities in urban development Skills: <ul style="list-style-type: none">• Participating in interdisciplinary work in urban planning based on complex urban challenges• Critical thinking and methods for analyzing and communicating current urban challenges• Acquisition of tools and methods within strategic urban development Competencies with: <ul style="list-style-type: none">• Using tools and methods to analyze complex urban and landscape contexts• Connecting urban planning theories with the urban spatial transformation and development• Analysing agendas of urban development and urban planning actors



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- The role of local communities in urban development projects

- Development, presentation, and analysis of concrete proposals for urban transformation
- Analysis of complex spatial contexts and their political, social, and economic contexts and implications

Undervisningsformer:

Course sessions are organized as a combination of lectures and discussion in the morning and project work and supervision in groups in the afternoon during the first two weeks of the course.

During the writing period that follows, group supervision will be offered on report development and writing e.g., how to set up the "good" outline for an assignment, based on the students' specific problem formulations. Analytical work will be based on a flexible and open framework which supports problem-based project development and learning.

The promotion of cross-disciplinary collaboration is central to this study programme. It will be promoted through project work throughout the course and through peer-to-peer learning, where students can share analytical and project development methods and approaches.

A programme of lectures based on selected themes and literature will form a theoretical and methodological basis for project work. In addition, the lectures will focus on the presentation and discussion of selected urban development cases (through a multi-actor perspective. In this way, we intend to introduce students to a discussion on urban development related to the complex processes and conflicting agendas and how strategic planning can be a tool to deal with such complex scenarios and promote urban quality. Lectures will be followed by discussions,



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<p>based on literature study, which students will be asked to prepare and present in groups.</p>	
<p>Krav til tilstedeværelse: (skriv kun hvis der er specifikke krav til tilstedeværelse i aktiviteter som er en forudsætning for at bestå modulet/gå til eksamen)</p>	<p>Project report (4 persons group): 20 – 30 pages, depending on the number of participants in the group:</p> <ul style="list-style-type: none">• 2 authors, the requirement is 20 pages - 2400 characters/strokes including spaces/page• 3 authors, the requirement is 25 pages - 2400 characters/strokes including spaces/page• 4 authors, the requirement is 30 pages - 2400 characters/strokes including spaces/page <p>The report must comprise a problem formulation and reflection and analysis with a point of departure on a selected urban condition, in addition to programming and proposal on an overall conceptual level.</p>
<p>Pensum: 250 pages of literature consisting of academic articles and book chapters</p> <p>Aït-Touati, F. <i>et al.</i> (2022) <i>Terra forma: a book of speculative maps</i>. Cambridge, Massachusetts ; London, England: The MIT Press.</p> <p>Andersen, J. and Pløger, J. (2007) 'The Dualism of Urban Governance in Denmark', <i>European Planning Studies</i>, 15(10), pp. 1349–1367. Available at: https://doi.org/10.1080/09654310701550827.</p> <p>Arènes, A., Latour, B. and Gaillardet, J. (2018) 'Giving depth to the surface: An exercise in the Gaia-graphy of critical zones', <i>The Anthropocene Review</i>, 5(2), pp. 120–135. Available at: https://doi.org/10.1177/2053019618782257.</p> <p>Batista, A., Kovács, S. and Lesky, C. (eds) (2017) <i>Rethinking density: art, culture, and urban practices</i>. Berlin: Sternberg Press (Publication series of the Academy of Fine Arts Vienna, volume 20).</p>	<p>Prøveform: Written assignment and oral examination, 30 minutes for 1 student, 45 min for 2 students, 60 min for 3 students and 75 min for 4 students.</p> <p>Bedømmelse: Danish 7-point grading scale</p> <p>Reeksamen/sygeeksamen: As ordinary</p> <p>Censur: Internal</p>



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