



A52K2B Critical Studies Design Studio 5:2 12.0 credits

Kritiska studier - studio 5:2

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for A52K2B valid from Autumn 2009

Grading scale

P, F

Education cycle

Second cycle

Main field of study

Architecture

Specific prerequisites

Bachelor's Degree, or an equivalent level, within the field of Architecture + passed 4th year studies.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

Deltagande Kartläggning I/ Participatory Mapping I

Participatory Mapping I is a research studio based on the critical design tools and methods from 4.1. Its aim is twofold, first, to develop and test tools for spatial research such as methods for collecting site-specific knowledge through narrative methods that, as opposed to more analytical methods, require a participatory engagement with sites, contexts and actors. Second, to explore different modes of representation in relation to the mapping out of found processes, that may generate proposals that inspire a change of existing conditions.

Upon completion of this course, participants should be able to:

- Explore, recognize, and map a site by taking into account social and power relations.
- Develop narrative, participatory, dialogical, and subversive strategies for collecting site knowledge and for projecting possible futures.
- Develop modes of representation that adequately portrait situations, and mediate aims and aspirations of their work.
- Discuss, and present concepts and architectures from within a critical approach to power relations that questions and redefines normalizing notions, situations and practices in the built environment.

Overall goals

1. The course is part of the Critical Studies Design Studio. Through architectural projects, this Studio investigates different experiences of architecture and conceptions of space, in relation to the synthesizing design process.
2. The course/project goal is to increase the student's knowledge in this area/field and skills/knowledge in the field of architecture in general. The students will enter the project with varying degrees of knowledge/skills and will subsequently end up at different levels at the end of the course/project.
3. The individual student must show an increase in the particular skills/knowledge offered in the studio and in the field of architecture in general.

Course contents

The application of feminist and activist methods and tools unearths a specific knowledge of sites, which complements analytical and generalized instruments for the purpose of planning with personal, subjective, and narrative accounts. Through engaging in a closer dialogue with a site and its agents participatory and collective forms of acquiring and mapping information establish. This produces material, which is informative as well as it is fictional, which has the power of opening up for new site-specific themes and discourses. Urban proposals will be developed, which consider the intimate scale of 1:1 as well as larger conceptual frameworks

Disposition

The course includes several seminars with design assignments, presentations and group discussions. There is also individual tutoring and a final review for the presentation and

discussion of individual work. Parallel to the course, there is also a series of text seminars with literature on methodology and theory.

Course literature

-Jane Rendell, Barabara Penner, Ian Borden (eds.), Gender Space Architecture, London: Routledge, 2000.

-Peter Blundell Jones, Doina Petresu, Jeremy Till (eds.), Architecture and Participation, London: Spon Press, 2005.

-Andrea Kahn (ed.), Drawing, Building, Text, New York: Princeton Architectural Press, 1996.

-muf, This is what we do. A muf manual, London: Ellipsis, 2001.

-Joan Ockman (ed.), The Pragmatist Imagination. Thinking about "Things in the Making", New York: Princeton Architectural Press, 2000.

*Specific literature will be assigned at the beginning of the course.

Examination

- PRO1 - Project, 9.0 credits, grading scale: P, F
- PRO2 - Project, 3.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Other requirements for final grade

a) Presentation requirements

Presentation requirements will be handed out at the start of the course.

During the second half of the fall semester the 5th year students are to do a Thesis Preparation.

Through the development of a 'Thesis Preparation Booklet' to be handed into the Studierådet before the end of the semester (deadline will be announced at the beginning of the course) students will have developed a clear focus, thesis question, for their diploma project and will have the opportunity to build an architectural design research on a specific subject the students want to pursue further. The architectural design research, could have an architectural design agenda, technical/material agenda, theoretical or programmatic agenda. It is important that all material is processed by the student and brought together in a booklet. The Thesis Preparation is an opportunity for the students to develop specific techniques and skills as well as to formulate an architectural design ambition through design research.

Requirements:

A4 sized and bind 'Thesis Preparation Booklet' of 20 pages including text, images and drawings.

The studio presentation will be part of the future diploma portfolio and shall be delivered in an appropriate and fully qualified way.

b) Examination

80% attendance. Active participation in lectures, tutorials, and seminars etc. Passed intermediate and final assessments. Compulsory attendance during the assessment reviews.

Completion: The project work shall be delivered and, if necessary, reworked within the set time limit. See general directions.

(Overall principle: Autumn term projects must be approved during the following Spring term: Spring term projects must be approved before the start of the following Autumn term.

The reworked projects must be delivered at least one week before the time limit.)

The project work is to be documented in a portfolio, including drawings, analysis and models.

The work process shall be legible.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.