UCLouvain

ltarc1251

2019

Landscape

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

3 credits	30.0 h	Q2

Teacher(s)	Perrotti Daniela ;
Language :	French
Place of the course	Tournai
Main themes	Following the structure of the history of the garden, landscape and the environment, this teaching unit is designed to demonstrate our relationship to the world. Overall, the approach is made up of 4 stages : • geographical context of Eurasia at the Neolithic Revolution • Language, Reason and Religion • XVIIth century and dissociation of values • XXth century and proposed reassociation of values.
Aims	1 Specific learning outcomes: By the end of the course, students will be able to show the interrelationship between the development of thinking and social organisation with development of the Landscape. In other words, to provide a basis for our relationship with the world which has come into being over the course of time. **Contribution to the learning outcomes reference framework:** **Build knowledge of architecture** • *Be familiar with and analyse the basic references* • *Be able to use given references which, by analogy, can lead to other interpretations of the context* **Place the action** • *Recognise, observe and describe the targeted environments and contexts* • *Analyse the environments and contexts according to various given methods and starting from various identified points of view* **Make use of other subjects** • *Seek out other approaches, exchanges of views and ways of enhancing thinking about architecture* **Express an architectural procedure** • *Convey the experience of spatiality by observing it and posing questions* **Make committed choices** • *Develop awareness of the political meaning of the work of an architect and his/her responsibility towards society* - - - - *The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".*
Evaluation methods	**Due to the COVID-19 crisis, the information in this section is particularly likely to change.** Group presentaitons in class and written exam
Teaching methods	**Due to the COVID-19 crisis, the information in this section is particularly likely to change.** Interactive Learning: Presentations (teacher and students) / discussions / workshops
Content	***Paysage e(s)t....Landcape Is*** **Objective** Stimulate a n interest in landscape research, which could then materialize in a focus on landscape as a part of the architectural project and, further, as a method and medium of design

	Methodology Articulation between theoretical and "design-based" perpsectives. Thematic and diachronic approach A series of conferences (2-hour sessions) illustrating different approaches to landscape theory and design; student presentations in groups and interactive workshops (4-hour sessions). Interactive activities - Workshops: learning how to read and analyze a contmporary landscape project. **Learning outcomes** Analyzing a landscape project with the instruments of critical theory Learning how to research reference landscape projects through the use of multilingual databases **And beyond...** *"Now more than ever, nature cannot be separated from culture; in order to comprehend the interactions between ecosystems, the mechanosphere and the social and individual Universes of reference, we must learn to think 'transversally'.* *Just as monstrous and mutant algae invade the lagoon of Venice, so our television screens are populated, saturated, by 'degenerate' images and statements. In the eld of social ecology, men like Donald Trump are permitted to proliferate freely, like another species of algae, taking over entire districts of New York and Atlantic City; he 'redevelops' by raising rents, thereby driving out tens of thousands of poor families, most of whom are condemned to homelessness, becoming the equivalent of the dead sh of environmental ecology".* *Felix Guattari, Les trois e#cologies, Paris: Galile#e, 1989* *(English translation by Ian Pindar and Paul Sutton, London: The Athlone Press, 2000)*
Other infos	Slideshows and weblinks are provided to the students.
Faculty or entity in charge	LOCI

Programmes containing this learning unit (UE)

Program title	Acronym	Credits	Prerequisite	Aims
Bachelor in Architecture (Tournai)	ARCT1BA	3		🔍