ltarc1251 _2021_		**Landscape**

3.00 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.
Learning outcomes	**At the end of this learning unit, the student is able to :** 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_
Evaluation methods	Group presentaitons in class and written exam
Teaching methods	Interactive Learning: Presentations (teacher and students) / discussions / workshops English-friendly
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	Learning outcomes
Bachelor in Architecture (Tournai)	ARCT1BA	3		🔍