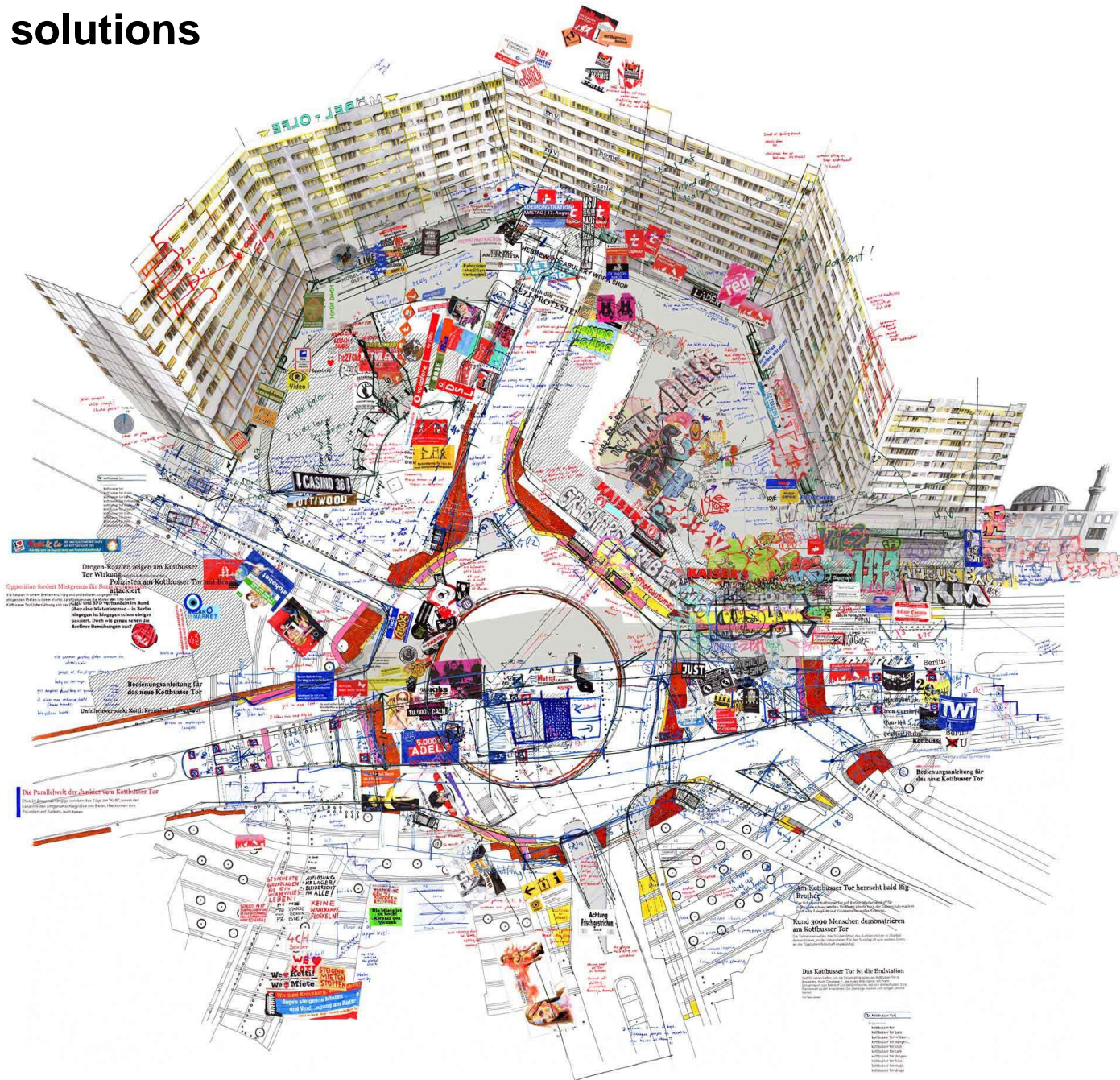


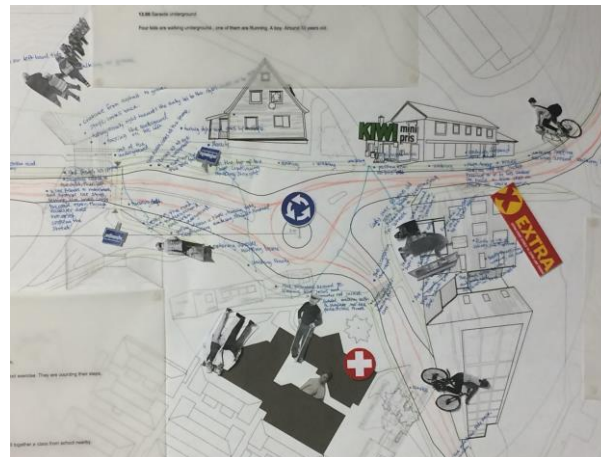
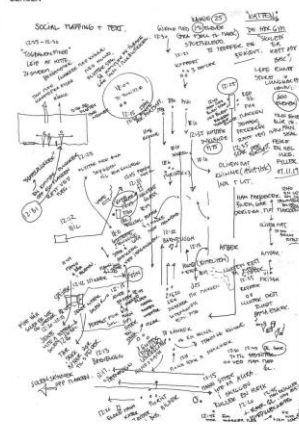
Complex Context, diversified solutions



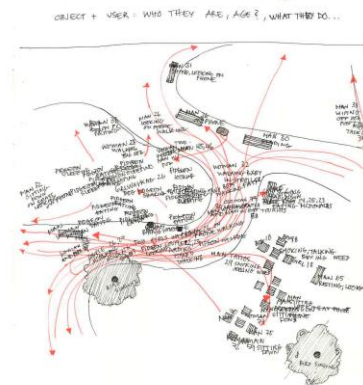
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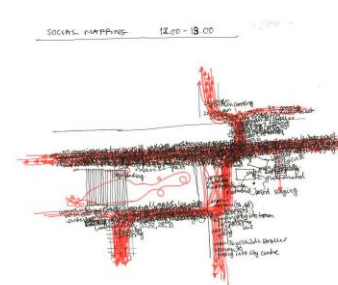
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COURSE NAME
Complex context, diversified solutions.

subtitle
The City of Social Inclusion and Participation

Semester: Autumn 2020

Teacher(s) in charge:
André Fontes professor APP
Camila Ryhl professor DAV
Magnus Wåge professor APP
Hedvig Skjerdingsstad professor APP
Tom Chamberlain professor DAV

Course Content:

Cities are organisms in constant transformation. They must be understood through the urgent factors of sustainability, globalization, migration, labour and social exclusion. Public space, the commons and the social life of the city is ever more critical and under ever more pressure.

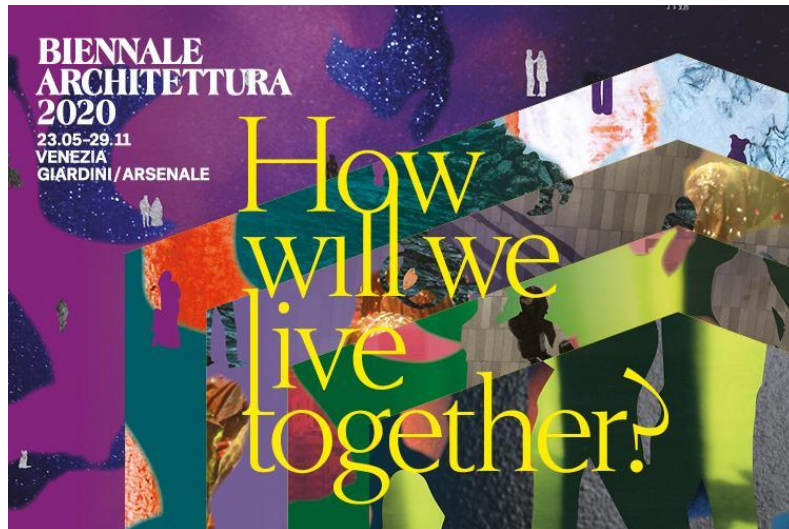
The explosive urban growth of the last decades has heightened the pressure on cities to answer the demands made by growing and diversifying populations. Despite the increasing democratization of mobility, this has often resulted in spatial and social segregation and inaccessibility. Democratic participation has also been largely absent from design and planning processes.

The suburban city often has a negative image of socioeconomic problems and decay, and this type of marginalization and neglect is identified as one of today's great urban challenges. Our course will look to ways of increasing social inclusion in both urban discourse and the fabric of the city itself.

In this Complex Context course, through a highly structured working process with contributions from social science and universal design, we will work towards a building / intervention in Bergen with an urban understanding. Special attention will be given to establishing an analysis of and relationship with place, its actors and everyday life, and the introduction of methods of community engagement and participation in the creative process.

We intend to develop the tools and skills that help the student navigate the relationship between a building and its urban context, with a particular focus on developing the principles of a more socially inclusive urbanism.

Date	Description	Teachers	Project Phases	Phase
Aug.	<p>Part 1: Research work at BAS.</p> <p>Introduction to the course at BAS 100. Students and teachers will exchange initial thinking about how to cooperate and identify possible programs and possible sites for intervention. Students establish partnerships / teams of 2 or 3 persons to be working together for the whole course.</p>	Arvid Fornes, Ton Chantemane	<p>First tasks prior to the study trip and to:</p> <p>1 - Write a short essay (individually) including illustrations, that develops themes arising from the course reading list and lectures from <i>Proble</i>, concerning the topic of the age friendly / inclusive city. To be completed by September 11th</p> <p>2 - Identify potential sites and themes in Bergen. Mapings and registrations in multimedia; drawing, film, photography, audio, and study models. Develop registration methods that can be used on the study trip.</p>	Site Studies
24				
25	Lecture and workshop	Frode Fattum		Essay
26	Lecture and seminar	Frode Fattum		
28	Lecture and tutorials	Frode Fattum		
31	Essay, Presentations	Frode Fattum		Pre. Pres.
1	<p>Part 2: Study trip Venice</p> <p>Travel day to Venice all students. "Popping the eyes to see", Lecture Arvid Introductory lecture Room 10, 09</p>	Arvid Fornes, Ton Chantemane	During the study trip students will present their essays. During the trip students will present their site choice and registration work.	Pres.
8	Return to Bergen			
17, 18	<p>Part 3: Urban Understanding.</p> <p>Lecture and workshop. Introduction to programs</p>	Arvid Fornes, Frode Fattum		
24, 25	<p>Part 4: develop and present the project. What I want to do.</p> <p>CG at BAS. Presentation of material from the study trip, programs and models in studio.</p> <p>Reports from study trip, and related material and registrations of their chosen site including social, physical, geographical and environmental analysis. 1-1 work, atmospheric qualities etc.</p>	Arvid Fornes, Regine Hagen, Ton Chantemane	<p>Why the program. Why the program there.</p> <p>How to organize the program</p> <p>How to combine the organization</p> <p>1. Several models of what I want to do in my project in scale M = 1:200 or M = 1:500</p> <p>2. Program, three of it in 3 scales, macro, mezzo and micro scales when writing 1-1 pages including:</p> <p>1. Intentions</p> <p>2. Function activities (needed to accommodate your intentions)</p> <p>3. Spatial requirements (needed to accommodate your activities)</p>	PF 1
7, 8, 9	<p>How I want to do it.</p> <p>Project options / Multiple models. Concept / Initial project developed into multiple situation models from each team, including model photos showing light, scale, qualities.</p>	Arvid Fornes, Ton Chantemane, Regine Hagen, (Studentgroup)	<p>What gives to the context</p> <p>How to play with the</p> <p>How build the concept</p> <p>We want concept models. M=1:500 corresponding to project models in larger scales.</p> <p>Models showing material strategies and options of the urban context. Dialogue workshop.</p>	Wall Exhib.
15, 16	Universal Design	Carsten Rytt		UD
22, 23	Midterm			Wall Exhib.
29, 30	Project options / 3 models	Arvid Fornes, Ton Chantemane	<p>How choose</p> <p>How build the visual connections</p> <p>Showing 3 options of how I want to do it by 3 situation models 1:200 and 3 corresponding concept models 1:500 showing options extracted and further developed from the previous models. Developing Project components such as materials, scale, program organisation, construction elements, expression</p>	PF 3
12, 13	From Outside to Inside	Arvid Fornes, Ton Chantemane	<p>How study inside space</p> <p>How move through space</p> <p>Inside model 1:200. Plans 1: 200. Sections 1: 200. Axonometric 1: 200.</p>	PF 4
19, 20	Workshop	Arvid Fornes, Ton Chantemane		S
26, 27	Spatial qualities and practices	Arvid Fornes, Ton Chantemane	<p>How experience inside space</p> <p>How define transitions inside</p> <p>Inside model 1:100. Plans 1: 100. Sections 1: 100. Axonometric 1: 100. Model 1:200</p>	Wall Exhib.
3, 4	Pre Delivery	Ton Chantemane, Carsten Rytt, Regine Hagen		Improve
10, 11	Reflections	Arvid Fornes, Regine Hagen		Pre. Deliv.
17, 18	Final Presentation			Final Exhib.



The study trip takes place in early September to Venice, Italy.

The study trip has two objectives:

1 - Visit to the 17th International Architecture Exhibition, 'How will we live together'

The theme of this year's biennale provides a very appropriate means of accessing the possibilities our course will be exploring.

"We need a new spatial contract – said curator Hashim Sarkis. 'In the context of widening political divides and growing economic inequalities, we call on architects to imagine spaces in which we can generously live together'" – Hashim Sarkis



Siza Vieira



David Chipperfield



Sverre Fehn



Carlo Scarpa

Four Architects in Venice

2 – "Prepare the eyes to see", A series of exercises and workshops carried out in a different context in order to analyse, understand and act, acquiring methodologies to be employed back in Bergen where our projects will take place.

Expected Deliveries

- 1 – Individually written essays reflecting on the themes as introduced via Social Science lectures and initial research. These should identify particular concerns and form jumping off points into the projects.
- 2 – A range of process and presentation material such as models, 1;1 explorations, sketches, schemes, diagrams, drawings in various types of media.
- 3 – ‘Booklet’ for each group work that synthesizes various types of process material, the opportunity, the methodology and the relevance of the project in the local and urban context.
- 4 – Exhibition and open verbal presentations of the work using a selection of the process material and using different types of media.
- 5 – A series of presentations and pinups according to the work phasing and different workshops.

Objective

The master course Complex Context aims to provide an experience and understanding of the challenge of intervention – in - context, and ways in which to approach it, with particular emphasis on process. This year we have a particular consideration on urban participation, with special attention on the social and sustainable development of the city.



Project of Participated Architecture - Porto, Portugal

Learning Outcomes

Skills

Developing analytical methods of research; mapping, registrations, interviews, participatory practices, and setting these in dialogue with design. Developing design processes, artistic representation, schematic drawings, diagrams, models, through to tectonic representation. Managing overlapping and interdependent processes from research through to final design.

Knowledge

Understanding of the complex relationships around intervening in a context; between building, site, and community. Special attention on social aspect and sustainable urban development.

Competencies

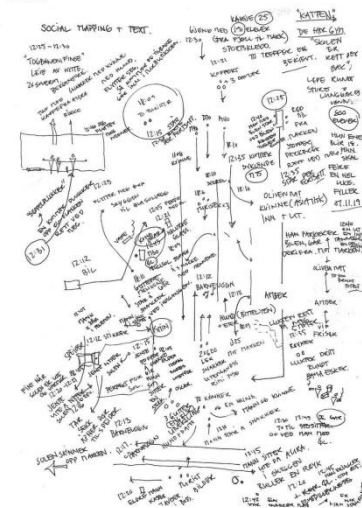
Multi scale thinking, connecting the very local / intimate to the broader urban context and discussion. Critical readings of texts and introduction to social sciences. Development of critical attentiveness to our surroundings, critical engagement with the urban context, and ways in which to address it.

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Student work

BERGEN



Learning Outcomes

A – Analysis

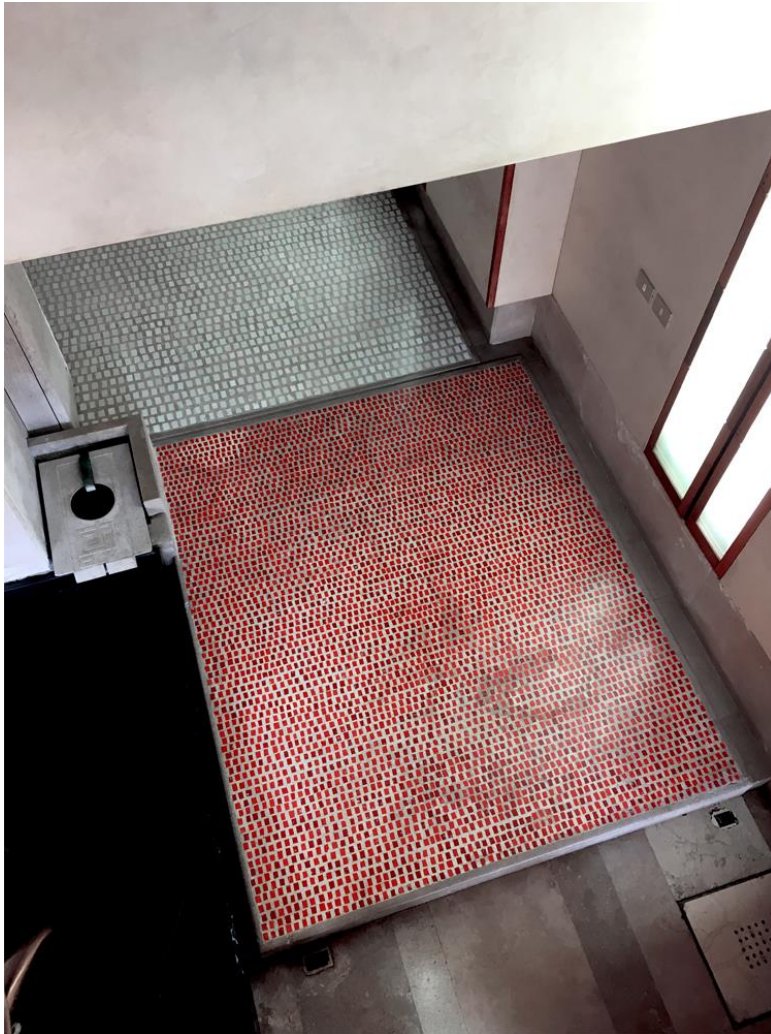
Be prepared to understand, describe and analyse the local and urban context with attention to:

- 1 – Physical urban context that should integrate the urban system, infrastructures, the landscape, urban spaces, urban uses, buildings and the relationship between buildings and public space.
- 2 – Urban life with special focus on social characteristics, demographic dynamics and living conditions.
- 3 – Social segregation, urban, gender and ethnic segregation.
- 4 – Local actors from different areas and with different concerns.

B – Design and Methodology

Be prepared to develop a project proposal with attention to:

- 1 – The context where the project is situated, as a way to develop a project with urban understanding.
- 2 – Integration of the different tools, methods, techniques, as an exploratory way for the project development process. Reciprocity and Integration of research and design phases.
- 3 – Emphasis on models and drawings as an exploratory way for the process project development. Drawing / modelling as thinking, as well as communicating.
- 4 – Integration of DAV and 1/1 as a means of understanding context, reflecting, revealing, discovering, challenging, and speculating on ways of acting.



Carlo Scarpa

Learning Outcomes

C – Presentation

Be equipped to effectively communicate the project idea in different platforms and media:

- 1 – In an oral presentation
- 2 – Using the developed material during the master course at the exhibition

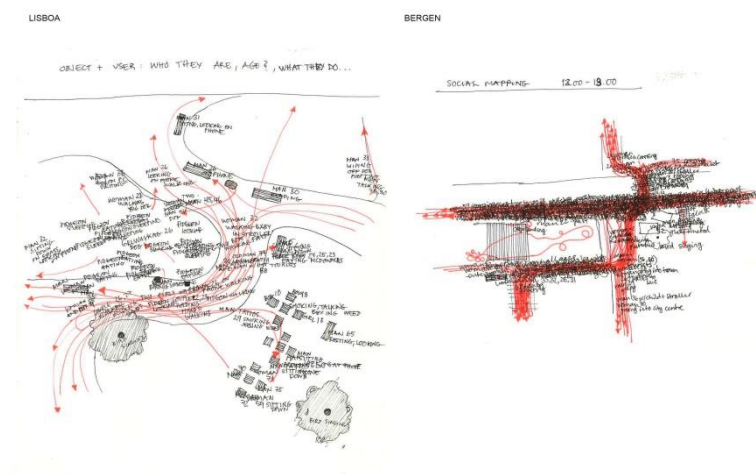
D – Critical view of the intervention

Be prepared for reflection, participation and critical intervention in a specific context:

- 1 – Taking into account the opportunity of the project in the context, in the community, in everyday life.
- 2 - Taking into account the participation in the dynamics of the group project and the discursive nature of the studio as a whole.



Student work



Student work

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Specific conditions

A master course is considered a formal exam at BAS. The only grading is Pass /Fail.

An external examiner will be present during the final review, and participate on the final grading of the student in collaboration with the teacher(s) in charge on the course.

If a student lacks the minimum level and attendance in order to be evaluated for the exam, the student shall receive written notice of this as soon as possible, and at the latest 2 weeks before the final review. Then this student will have failed the course. As a master course is based on the effort and work during a whole semester, this will be the basis for the approval for the exam.

Written notice/warning can be given throughout the semester if a candidate does not have the required progress or attendance. Then it is the student's responsibility to put in the extra effort and resources.

Even though a student does not receive a warning/notice from the teachers, the final result will be depending on an evaluation also by an external assessor, and the result can therefore not be guaranteed.

If a student has special needs and will need facilitation during the master course, the student must contact BAS before the course starts and inform the school about this. It is required to have documentation of a diagnosis in order to have facilitation. If you have had a process with this earlier in your study, you nevertheless have to contact adm. to inform and agree upon the specific needs for facilitation for the upcoming semester.

The final assessment

will be made by the teacher(s) in charge of the course plus an external examiner during the final review, and will be based on:

1. The individual submission for the different stages of the project.
2. The level of participation and contribution to the collective/group work.
3. The assessment of the work/project as presented at the final review.

After the final review one will receive either a pass or fail. If there are minor weaknesses that could improve the project in order to pass, a candidate may be given supplementary work that is to be completed within 2 weeks after the final review. The supplementary work will be evaluated to either a pass or a fail by the teacher(s) in charge. If the weaknesses are not possible to overcome by doing supplementary work, the grade will be fail. This decision of giving supplementary work is solely up to the teacher and the external examiner.

Specific requirements for design and build courses:

For design and build courses it is very important that the student participates on the collective work, as well reflect on one's own effort and learning outcome.

The final decision as to the performance of each student will be taken by the external examiner (sensor) on the basis of

- a) both group performance,
- b) the report on individual participation done by the teachers,
- c) and a portfolio made by the student showing the extent of individual and collective contributions to the studio.

Portfolio

a student is expected to make a portfolio of all 3 master courses before diploma. This is to be submitted at the beginning of the diploma semester.