

COURSE OUTLINE

(1) GENERAL

SCHOOL	ARCHITECTURE		
ACADEMIC UNIT	ARCHITECTURE		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	APY 402	SEMESTER	4th
COURSE TITLE	ARCHITECTURE AND LANDSCAPE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Analytical Projectiles, Presentations	6	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=383		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<ul style="list-style-type: none"> • To introduce students to the histories and theories of landscape as linked to urbanism and architecture; • To bring students closer to notions of the landscape urbanism by engaging various research fields; • To argue for interdisciplinary approaches as a precondition for design efforts at greater scales; • Through selected readings, to offer stimuli that may deepen the perceived intersections of urban design with further fields of thought and to explore relationships, interactions, distinctions or boundaries; • To develop critical positions toward theoretical approaches through individual writing assignments and presentations; • To set foundations for further elaboration of individual research interests; • To develop bibliographic research skills, as well as writing skills. • To have demonstrated knowledge and understanding in “landscape in architecture” that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study; • To apply their knowledge and understanding in a manner that indicates a

- professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- To have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- To develop abilities to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- To develop those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Team work
- Decision-making
- Working independently
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations

(3) SYLLABUS

INTRODUCTION:

This seminar course emphasizes the significance of reading and writing for design praxis at broader scales of intervention. The course aims at preparing students to engage with progressively more complex agendas for the contemporary landscape. Respectively, readings included in this theoretical investigation of the notion of landscape integrate multiplicities of cross-disciplinary approaches, often framing contrasting viewpoints. In such a discursive context, students are expected foremost to reject trivial stereotypes and to bypass commonplace tendencies that usually involve the passive adoption of design idioms devoid of meaning for their studio work. Through the course, students are exposed to a number of heterogeneous texts on novel iterations the urban phenomenon, and are introduced to notions of landscape. The course extends to interdisciplinary writings with a strong theoretical and critical dimension. The syllabus engages with the positions of notable thinkers from disciplines transcending architecture, with diverse and often conflicting agendas and initiatives. Students follow the respective readings and thematic lectures. They participate with presentations and group discussions in-class. On a different frontier, students undertake field work leading to analysis projectiles of short duration. Students prepare weekly journals individually, i.e. they systematically submit concise essays and short reviews of assigned texts. They are encouraged to investigate further literature sources and are expected to work on research papers on topics approved by with their respective tutors. A final written examination is given. A printed booklet is submitted – along with its digital version – containing all research work, accompanied by all texts and field projects prepared during the course of the semester.

The course extends the seminar-based approach of “Architecture and the City” of the previous semester, and builds on its experience. The multi-modular structure is comprised of a series of components, outlined here:

1. IN-CLASS LECTURES

Tutors, visiting faculty and guests offer lectures in-class. These engage with the reading list, the thematic areas of the course and the video lecture archive. Students are expected to provide summaries of lectures or written responses to their content.

2. READING LIST

As an indication only, texts may derive from the fields of history, philosophy, sociology, political economy, literature, the fine arts, psychology or psychoanalysis. Respectively, the reading list includes authors from within the field of architectural and urban design – or broader scales, such as regional planning. 12 texts (equal to the class meetings) covering the following thematic areas:

- I. Epistemology: a. Writing types and approaches, b. Intersections and boundaries of architecture and landscape, c. Method, d. Experience.
- II. Notions of “Topos” or placeness and landscape: a. spirit, b. body, c. culture, d. perception.
- III. In-between scales: a. ecology, b. ekistics.

3. DIGITAL LECTURES ARCHIVE

Students are offered a pool of video lectures and choose independently the topic and speaker they will study. Student teams are presenting the lecture topic along with their remarks in-class through presentations. An archive of presentations is compiled, and builds up as a resource of the school on the topic of landscape and architecture broadly, in the Greek language. The choice of the lectures and the distribution of the presentations though the semester is coordinated with the thematic areas of the reading list.

4. FIELD RESEARCH

The field research project is geared towards identifying a topic that involves landscape-related issues in the city of Ioannina, its lake, or its broader region. Each student develops his/her agenda autonomously, with the consultation of the faculty, over a phased submission and review process, including in-class review presentations. The outcome is a well-edited presentation (visual as well as information-based) and a textual outset that may be communicated with local authorities and could possibly act either as a competition brief, as a call of submissions, or as an invite of project entries.

5. LITERATURE REVIEW

Each student submits a “literature review” paper that develops a research topic of his/her own selection, on the basis of the specific texts studied during the semester. The topic may combine aspects of the lectures, presentations, as well as the field research experience of the course. The 2000-word text is developed over a phased submission (3-stages) and a continuous review process that including in-class review presentations.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>In-class delivery, student participation, teaching process: The course is organized into a basic sequence of components, described above.</p> <p>Beyond the basic readers available through the Eudoxos system, an extended bibliography is organized into weekly readings. These texts address topics not included in recommended textbooks. With the intention of optimizing in-class participation in the form of organized discussions before and after tutor lectures, students are expected to read, ahead of the planned lectures, respective chapters and excerpts from their reading list. Students thus establish a first connection to elemental arguments and are exposed to the strong inter-disciplinary nature of landscape studies. A duet of students leads the discussion group for each week’s agenda. A final research paper (2000 words) is due at the</p>
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	end of the semester. A digital presentation of the research topic will be delivered by respective student(s) in-class, with the intention of exercising public talk and oral defense skills. Two to three such presentations per class are distributed throughout the semester, as to allow for proper discussion time. Presentations possibly respond to the weekly course agenda.																								
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Digital presentation software, digital files exchange, electronic mail system communication. The University e-course platform has been extensively used for submission deadlines and upload of student work, sharing of material, grading and all communication. Social networks have also been deployed.																								
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Attendance of lectures</td> <td>20</td> </tr> <tr> <td>Weekly journals on assigned readings</td> <td>28</td> </tr> <tr> <td>In-class reviews and presentations of research topics (textual and field research)</td> <td>28</td> </tr> <tr> <td>Discussion group participation</td> <td>6</td> </tr> <tr> <td>Team Presentation A</td> <td>14</td> </tr> <tr> <td>Team Presentation B</td> <td>14</td> </tr> <tr> <td>Bibliographic research</td> <td>14</td> </tr> <tr> <td>Field Research Assignment</td> <td>14</td> </tr> <tr> <td>Preparation for final exams</td> <td>6</td> </tr> <tr> <td>Final exams</td> <td>6</td> </tr> <tr> <td>Course total</td> <td>150</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Attendance of lectures	20	Weekly journals on assigned readings	28	In-class reviews and presentations of research topics (textual and field research)	28	Discussion group participation	6	Team Presentation A	14	Team Presentation B	14	Bibliographic research	14	Field Research Assignment	14	Preparation for final exams	6	Final exams	6	Course total	150
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Language of evaluation: Greek Methods of evaluation: summative, open-ended questions, written work, essay/report, discussion groups, public presentation, research paper, analysis projects. The final grade (1-10) is analyzed in percentages as shown above, and can be further explicated as follows: I. Final written exam 10%, including: - Analysis of positions from previous readings - Comparative analysis of theoretical positions IV. Journal Text Assignment – Presentation 20% V. Lecture Video Assignment – Presentation 20% VI. Field Research 20% VII. Research Paper (Literature Review) 20% VIII. Discussion group participation 10% Grading breakdown is shared with the student group at the beginning of the semester.																								
<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>																									
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>																									

(5) ATTACHED BIBLIOGRAPHY

Journal Texts :

VIDLER, Anthony, *Η Τρίτη Τυπολογία (Third Typology)*

ΠΑΠΑΔΟΠΟΥΛΟΣ, Λόης, «ΕΔΩ ΑΣ ΣΤΑΘΩ. ΚΙ ΑΣ ΔΩ Κ' ΕΓΩ ΤΗΝ ΦΥΣΙ ΛΙΓΟ»

ΓΟΥΛΑ, Μαρία, *Η Επιστροφή στο Μεσογειακό Τοπίο: το τοπίο ως σύγχρονη προσέγγιση του περιβάλλοντος και της φύσης*
ΓΕΩΜΕΤΡΟΥ, Ιωάννου Πρωτοσπαθαρίου του, *Επιστολή Κήπου Εκφραστική*
ΓΙΑΝΝΟΠΟΥΛΟΣ, Περικλής, *Η Ελληνική Γραμμή*
ΤΖΙΡΤΖΙΛΑΚΗΣ, Γιώργος, *Ο Θάνατος του Αρχιτέκτονα. Η ουτοπία της κατοίκησης και η μεταβιομηχανική πόλη*
ΠΙΚΙΩΝΗΣ, Δημήτρης *Συναισθηματική Τοπογραφία*
ΚΟΤΙΩΝΗΣ, Ζήσης, *Η Τρέλα του Τόπου: Εισαγωγή*
THOREAU, Henry D., *Walden: η ζωή στο δάσος*
ΠΕΠΟΝΗΣ, Γιάννης, *Το Σχήμα του Τοπίου στην Κυλλήνη*
ΜΑΚΕΝΖΙ, Ρόντρικ Ντάνκαν, *Η Οικολογική Προσέγγιση στη Μελέτη της Ανθρώπινης Κοινότητας*
ΔΟΞΙΑΔΗΣ, Κωνσταντίνος, *Ο Δικέφαλος Αετός: από το παρελθόν στο μέλλον των ανθρώπινων οικισμών*

Video Lectures:

ALLEN, Stan, *Before And After Landscape Urbanism*
ALLEN, Stan, *Landform Building*
BERRIZBEITIA, Anita, *On the Limits of Process: The Case for Precision in Landscape*
BHATIA, Neeraj, *Soft Territories*
BRENNER, Neil + DAVIS, Diane + LERUP, Lars + MEHROTRA, Rahul + SILVETTI, Jorge + WALDHEIM, Charles + WELBORNE, Martha, *Wildly Civilized: Ecological + Extreme + Planetary Urbanism... What's Next?*
BROWN, Hilary, *"Future-Proofing" Infrastructure: Action Items for the Anthropocene*
CLEMENT, Gilles, *From the Garden in Motion to the Third Landscape*
DESVIGNE, Michel, *Le Paysage*
DISPONZIO, Joseph, *On the Theoretical and Practical Development of Landscape Architecture*
DUJARDIN, Filip, *Impossible Reality*
EASTERLING, Keller, *AA Think Tank: Plan the Planet (Part 1) – Extrastatecraft Lectures*
Ensamble Studio, *Structures of Landscape*
GILOUX, Pierre-Jean, *machinami, japanese urban landscapes*
GISSEN, David, *The Architectural Reconstruction of Urban Nature*
GUSTAFSON, Kathryn, *Sculpting The Land*
HINSLEY, Hugo, *Ethics and the Questions of Space, the Environment and Architecture: Contested Landscapes - Ethics and Intervention in Australia*
JENCKS, Charles, *Adhocism: The Case for Improvisation*
KOOLHAAS, Rem, *On the countryside.*
KROLL, Lucien, *Spontaneous Cities and Gardens*
KUMA, Kengo, *Natural Architecture and Small Architecture*
LOWENTHAL, David, *From Eden to Earth Day: Landscape Restoration as Mission and Metaphor*
MANAUGH, Geoff + SMOUT, Mark and ALLEN, Laura, *Architect Explorers: Land Use Taxonomy / Landscape Transformation*
MAROT, Sebastien, *Landscape, Architecture and the Art of Hope*
MOSTAFAVI, Mohsen, *Ecological Urbanism*
Ricardo de Ostos & Nannette Jackowski with Rachel Armstrong, Mark Jarzombek, Marco Poletto & Michael Weinstock, *Anthropocene and the Unbuilt*
RICO, Eduard, *Relational Urbanism: Models, Cities and Systemic Utopias*
SANDERS, Joel, *Interface: Between Landscape and Architecture*
SHANNON, Kelly, *Water Urbanism (in Asia)*
SPILUTTINI, Margherita, *Beyond Nature: Constructions of Landscape*
TRUMMER, Peter, *Landscape Urbanism Lecture Series*
VOGT, Günther, *Landscape as an Attitude*
WALDHEIM, Charles, *Planning, Ecology, and the Emergence of Landscape ½*

WALDHEIM, Charles, *Planning, Ecology, and the Emergence of Landscape*
WEISS, Marion and MANFREDI, Michael, *Evolutionary Infrastructures*
WILLIAMS, Rosalind, *Landscape Infrastructure - Systems & Strategies for Contemporary Urbanization*

Textbooks:

ΤΕΡΚΕΝΛΗ, Θεανώ, *Το πολιτισμικό τοπίο: γεωγραφικές προσεγγίσεις*
RACKHAM Oliver, MOODY Jennifer, *Η δημιουργία του Κρητικού τοπίου*

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ΛΑΖΑΡΙΔΗΣ, Παναγιώτης (επιμ.), *Η διεκδίκηση της υπαίθρου*