FOREWORD

by Prof Christopher Platt

Times were curious. Extraordinary volumes of new construction fused with existing property, the gracious streets and squares of Blythwood formed a dense network of occupation. Beyond the High Street, improved transport by rail and water enabled a new generation of building. The first two years of our collaboration involved design projects relating to historic and public sites, set in Naples and Berlin respectively. The chosen language has always been English, in some ways an easy choice, but one that allowed for greater flexibility in the work. We also wished to learn about each city through others’ insights. Learning from each other lies at the very heart of the international exchange ethos. The first two years of collaboration involved design projects relating to historic and public sites, set in Naples and Berlin respectively. The chosen language has always been English, in some ways an easy choice, but one that allowed for greater flexibility in the work. We also wished to learn about each city through others’ insights. Learning from each other lies at the very heart of the international exchange ethos. The first two years of collaboration involved design projects relating to historic and public sites, set in Naples and Berlin respectively. The chosen language has always been English, in some ways an easy choice, but one that allowed for greater flexibility in the work. We also wished to learn about each city through others’ insights. Learning from each other lies at the very heart of the international exchange ethos.

This third year of collaboration was jointed by the two Glasgow-based architecture schools: The Mackintosh School of Architecture at the Glasgow School of Art and the Department of Architecture at the University of Strathclyde. The chosen theme was “Architecture, Literature, and the City” with Glasgow being selected as the setting for the projects. Glasgow exhibits characteristics of both Northern American as well as European city morphologies and in the UK’s quintessential postindustrial city, provides a wealth of social, cultural and architectural stimuli to examine the long-standing relationship between words, buildings and the public realm. In comparison to previous years, further development was made allowing each school some flexibility to suit individual academic needs and timescales. In some cases the project took place within one semester, in others it extended over two. Otherwise, the structure that had been implemented two years previously continued unchanged this year.

This began with an introductory (and celebratory) three-day symposium of talks, tours, information dissemination and formal and informal social gatherings for all participants. This was followed throughout the year by a series of cross-school visiting reviews concluding with a book and travelling exhibition. As in the previous two years, schools set the project for their students in year four or five.

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Whether academic, writer, practitioner or practical student, we recruits in some fundamental ways, students of architecture. We are all, all, still trying to understand what architecture is or can be and we do this by building, writing and discussing. Our aspirations for this project therefore were to deepen that understanding of architecture, pedagogy and how to address the contemporary architect within the current city. We wished to enjoy a different pedagogical experience with our students to that which the curriculum usually demands of them. We also wished to expose our students to an international community which they were part of, but rarely met and to encourage them to see their own work through an international as well as a national lens.

We hope you enjoy the work which lies beyond this page. It is a fitting testament to the energy and creativity of the young authors who use architecture’s next generation.