

A Cosmopolitan Architectural Education

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This paper is the result of multiple dialogues conducted among students and educators part of the Nordic Baltic Academy of Architecture. These conversations were initiated by three questions: What skills should students have after studying architecture? How should these skills be taught? How can architectural education be of special importance to our society?

What emerged is the shared conviction to use architectural education as a collaborative project to develop: critical thinking (the capacity to question everything); social awareness (the ability to understand what you see); self-reflection (assessing the impact of your design choices on Others); imagination (being able to conceive of and represent what is not there yet); and action (the ability to pursue your ideas beyond the school's limits).

Architectural education is described as a complex project to advance the knowledge, traits, attitudes, values, and behaviours necessary to respond to global challenges whilst creating conditions for students and their educators to locally engage as active citizens. This combination of global awareness and local activism is at the base of formulating the theory of cosmopolitan citizenship in architectural education whose purpose is to help students and educators cultivating a language and activating a pedagogy capable of advancing new political agencies to co-design healthier, safer, and a fairer world in a changing social, ecological, and political environment.

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