

Academic Bulletin for Denmark 2024-25

Introduction

The Academic Bulletin is the CSU International Programs (IP) “catalog” and provides academic information about the program in Denmark. This bulletin supersedes any previous bulletin(s) published for 2024-25.

CSU IP participants must read this publication in conjunction with the *Academic Guide for CSU IP Participants* (also known as the “*Academic Guide*”). The *Academic Guide* contains academic policies which will be applied to all IP participants while abroad. Topics include but are not limited to CSU Registration, Enrollment Requirements, Minimum/Maximum Unit Load in a Semester, Attendance, Examinations, Assignment of Grades, Grading Symbols, Credit/No Credit Option, Course Withdrawals, and other policies. The *Academic Guide* also contains information on academic planning, how courses get credited to your degree, and the academic reporting process including when to expect your academic report at the end of your year abroad.

To access the *Academic Guide*, go to our [website](#) and click the year which pertains to your study abroad period. For general information about the Denmark programs, refer to the CSU IP website under “[Programs](#)”.

Academic Program Information

CSU IP in Denmark is associated with DIS - Study Abroad in Scandinavia, a non-profit study abroad foundation established in Denmark in 1959. CSU IP students attend classes in Copenhagen.

CSU IP offers two specialized programs in Denmark:

- Architecture and Design; and
- Child Development and Diversity.

While DIS offers many disciplines, only the two listed above are available to CSU IP participants. Both are year-long programs.

Each semester, all CSU IP students, regardless of program, are required to take:

- Danish language course each semester,
- Required core course in their program each semester,
- Elective courses each semester, and
- 15 units each semester.

Note that DIS does not permit students to take more than 17 units.

Participants choose from elective courses across a variety of subject areas. The purpose of taking elective courses is to permit students to learn more about the European cultural environment through subject matter of particular interest. For a list of elective courses and course information including unit values of courses, go to <http://www.disabroad.org>. Most courses are upper division, depending on course content.

Any exceptions to the above schedule or any exception to academic policy must be pre-approved by the CSU IP Office. To request an exception or for questions about academic policy or program requirements, email the CSU IP Office at: IPacademics@calstate.edu.

Architecture and Design Program

The program forms an integrated whole in which studio work, lecture and seminar courses, field work in Copenhagen, and study tours in Europe combine to give an understanding of theory, aesthetics, methodology, and works of contemporary Scandinavian and European architects and designers. Instructors are practicing Danish architects and designers, as well as faculty at the Royal Academy of Fine Arts, School of Architecture, and School of Design. Enrollment in the Architecture program is limited to students of Architectural Design at Cal Poly Pomona and San Luis Obispo.

Below is the academic program for the Architecture Program in Denmark.

Semester 1 (Fall)	Units
Danish Language and Culture I	3
Core studio course*	6
Architecture and/or general electives	<u>6</u>
Number of units required for Semester 1	15
Semester 2 (Spring)	Units
Danish Language and Culture II	3
Core studio course*	6
Architecture and/or general electives	<u>6</u>
Number of units required for Semester 2	15

*Each semester, students enroll in a six-unit core studio course in Architecture from the list below:

- Architecture Design Studio
- Furniture Design Studio
- Interior Architecture Studio
- Urban Design Studio

Course content, assignments, projects and instruction for Architecture Design Studio, Interior Design Studio and Urban Design Studio courses above differ each semester, and therefore may be repeated for credit in the second semester, depending on the academic focus of the student. Therefore, it is critical that selection of core studio courses is done in consultation with the student's home campus academic advisor to ensure that courses taken meets major requirements.

Core Studio Course Prerequisites: Enrollment at a professional school or department of architecture or design at the junior, senior, or graduate level, and completion of a minimum of two spatial design studios prior to arrival at DIS.

Students are required to participate in all program-related field studies which are scheduled each semester. Tours may be scheduled to Western Denmark, and to Germany and/or the Netherlands or Sweden and/or Finland. Destinations are subject to change.

For the most up-to-date information about courses offered, refer to the DIS website. Not all courses will be available to all students due to conflicting class schedules. For a list of elective courses and course information including unit values of courses, go to <http://www.disabroad.org>.

Child Development and Diversity Program

The program in Child Development and Diversity (CDD) focuses on cross-cultural approaches to childhood and adolescence, combining theory and practice. Students develop critical thinking skills through investigating and reflecting on current issues in child development and education.

Semester 1 (Fall Semester)	Units
Danish Language and Culture I	3
CDD 315 Child Development and Education in Scandinavia	3
CDD 315P Child Development and Education in Scandinavia Practicum	3
CDD and/or general electives	<u>6</u>
Number of units required for Semester 1	15
Semester 2 (Spring Semester)	Units
Danish Language and Culture II	3
Core course - see list below*	3
CDD and/or general electives	<u>9</u>
Number of units required for Semester 2	15

*in the second semester, students can choose their second core course in a related area from the list below. When a practicum is offered to accompany the course, it is recommended that students also enroll in the practicum although this is not required. Core courses are subject to change and may not be offered each year.

- [Cognitive Neuroscience of Consciousness](#) (3 units)
- [Cognitive Neuroscience of Creativity](#) (3 units)
- [Cultural Diversity and Integration](#) (3 units)
- [Cyberpsychology](#) (3 units)
- [European Clinical Psychology](#) (3 units) ([European Clinical Psychology Practicum](#) (3 units) is recommended for one of the electives)
- [Positive Psychology](#) (3 units) and Positive Psychology Practicum (3 units)

In the spring, students enroll in another core course from the comprehensive list of core courses listed on the [DIS website](#). Students are required to meet any prerequisites listed for the course.

Students are required to participate in all program-related field studies which are scheduled each semester. Study Tours may be scheduled to Western Denmark, Sweden and/or Finland. Destinations are subject to change.

Grading and Units

The grading system used at DIS is comparable to the grading scale used at the CSU as follows:

DIS Grade	CSU Grade
A+, A	A
A-	A-
B+	B+
B	B
B-	B-
C+	C+
C	C
C-	C-
D+	D+
D	D
D-	D-
F	F

The CSU grade of WU (Withdrawal Unauthorized) may be given in some circumstances, e.g., for uncompleted courses. Refer to the *Academic Guide* for additional grade information.

Unit Conversion Guidelines

For every credit earned at DIS, a CSU IP student earns one CSU semester unit. To convert the value of CSU semester units into CSU quarter units, multiply the CSU semester units by 1.5.

Required Danish Language Courses (for all CSU IP students)

All CSU IP students, regardless of which program they are in, are required to enroll in Danish Language and Culture each semester.

DAN 101/102 Danish Language and Culture I /II (3)

This course introduces you to Danish language and culture, including important aspects of Danish history in combination with a focus on modern Danish society. You learn to speak and understand Danish through pronunciation practice and conversations inside and outside of the classroom. You learn enough language to feel comfortable living in Copenhagen and gain sufficient knowledge about Danish history and culture to qualify as an interesting conversation partner to your Danish friends or family. This is a required course for all CSU students. The course must be taken for a letter grade, which will be reported to the student's home CSU campus. DAN 101 is taken in Semester 1. DAN 102 is taken in Semester 2. Students who withdraw from this course without CSU IP Office approval will receive a grade of WU. Lower division.

Architecture and Design (ARC) Courses

REQUIRED ARCHITECTURE CORE COURSES

Each semester, students enroll in a six-unit core studio course in Architecture from the list below. Core courses are upper division.

ARC 420A/B Architecture Design Studio (6)

This course focuses on the design process, enabling each student to perform studies in accordance with Danish design practice. Design problems are approached from a sustainable, contextual, and user-focused point of view. Design solutions are based on critical analyses of high-quality examples of Scandinavian and North European architecture. Course content, assignment, projects differ each semester, and therefore, may be repeated for credit. Students enrolled in this course in the second semester are offered the opportunity of carrying out research-based assignments. (ARC 420A is offered in fall; ARC 420B is offered in spring.)

ARC 440 Furniture Design Studio (6)

This course gives students the opportunity to explore Scandinavian furniture design and its deep history of considering people, culture, material, and society in design development. The course is split in two loops, the first primarily taking place in studio focusing on precedent studies and design development of student's individual designs: the second loop primarily taking place at the workshop aiming at material and structural studies and eventually the construction of student's own design. May not be repeated.

ARC 450A/B Interior Architecture Studio (6)

This course focuses on interior architectural design in a Danish context and developing a concept and project design within an existing structure. Students create design concepts shaping interior space and user experience. Adaptive reuse and transformation features are among the prioritized challenges. Emphasis is on narrative and curatorial design approaches studying and working with detailing and understanding of

the values of materials, texture as well as sustainability and historical particularity. Course content, assignment, projects differ each semester, and therefore, may be repeated for credit. (ARC 450A is offered in fall; ARC 450B is offered in spring.)

ARC 460A/B Urban Design Studio (6)

This course uses Copenhagen as a laboratory to solve realistic urban design challenges using analytical and design methods specifically devised for urban design and landscape issues. Projects focus on human scale, temporary use, and sustainable design. The objective is to create meaningful and functional urban spaces that improve the daily lives of residents and future users, activate the senses, and connect to the context, both programmatically and aesthetically. Course content, assignment, projects differ each semester, and therefore, may be repeated for credit. (ARC 460A is offered in fall; ARC460B is offered in spring.)

ARCHITECTURE ELECTIVES

Courses are subject to change each year. Check with the [DIS website](#) for additional Architecture electives that may be offered. Courses below are upper division.

20th and 21st Century Danish Architecture (3)

Danish architecture seen in a historical, political, social, and architectural context, and in relation to European cultural developments. Course lectures and field studies tie in with issues addressed in Studio and on study tours.

Adaptive Re-use in Europe: Cities and Buildings (3)

Adaptive re-use is an integral component of contemporary design practice in Europe. Conversion of urban areas and old buildings into something better suited for contemporary purposes requires knowledge of our built heritage in the broadest sense. Cultural, site-specific, and material aspects play a key role, as do sustainable strategies for futureproofing our built environment. This course is about the design challenges and the wider economical, sustainable, and political issues at stake when dealing with adaptive re-use. The course will study adaptive reuse at different scales and with different complexities. Theoretical approaches will form part of the reading, but primarily the course offers a pragmatic view aiming to both inspire, educate, and critically engage students in the practical art of adaptive reuse within the various design disciplines.

Danish Design (3)

A journey through the discourse of design in Denmark, investigating the success of Danish modern design since the mid-20th century. Students are challenged to discover not only why a design or object is aesthetically beautiful, but also what environmental, social, economic, and tectonic factors have shaped its form and development. Furthermore, the viewpoints and disciplines of Danish design are considered in a global context. Students will strengthen their observational and critical skills by keeping a reflective and analytical notebook.

Detailing and Sustainability in Scandinavian Architecture (3)

This course focuses on the translation of conceptual design intent into built work. The content of the course is placed within a Scandinavian context of detailing and sustainability and the focus will be on the design process and implications of detailing for the work as a whole. Case study analysis and detailing of your own studio projects will be combined with readings, lectures, and field studies to be prominent examples in Copenhagen.

European Urban Design Theories (3)

Providing understanding of underlying theories and methodologies of urban design as applied in Europe, the focus being on theories from the second half of the 20th century. Relations, differences, and similarities between European and American cities as sociopolitical contexts will be discussed.

Furniture Design Workshop (3)

In this course, students take a modern and practical approach to the prototyping of new chair designs. Utilizing pre-formed veneer shells, chair components, and standard chair bases, students focus on designing and building realistically producible furniture. An emphasis is placed on the design process, which will begin with concept development through sketching and scale models. In this design development phase, students will work with various media and experiment with different techniques to explore proportions, functionality, and connections.

Inclusive Design in Architecture and Urban Spaces (3)

Architecture and urban design relate not only to our lifestyles; they also have a direct impact on our well-being. Today we live in a persistent state of conflict between, on the one hand, an inherited design approach based on specific solutions for a specific social group, and on the other, a day-to-day reality characterized by diversity and complexity. Our historical and current approach to design neither reflects people's differences nor responds to their changing needs throughout their lives. Inclusive city and building design must therefore focus on the broadest possible spectrum of human bodies, senses, genders and ages. This course aims to bridge the gap between inherited approaches, current conditions, and future needs by embracing human diversity as a strategy for leaving no one behind.

Innovation through Design Thinking (3)

Design thinking has become central to almost all disciplines. This course is about a hands-on reflection in your professional discipline and presents the foundations of design thinking in a language that is understood by all disciplines, no matter what experience the learner brings to the course. The course is presented in a series of illustrated lectures with project activity centered on conducting case studies of design-in-action and its outcomes in various disciplines.

New Nordic Design (3)

This course investigates the present state of design in Scandinavia - the New Nordic — as it unfolds. Focusing on architecture and design at all scales — from service design, product design, furniture and fashion to architecture, urban design, and infrastructure design, the course relates to local traditions and cultures. It also acknowledges the global connections and analyzes how we express and organize ourselves and our communities in the Nordic region at the beginning of the 21st century.

Place-based Sustainable Building (3)

By examining and understanding local, vernacular building typologies and materials, we can better, more holistically, and more sustainably build our future homes and cities. This course will begin with local building history and theory, with visits to case studies in greater Copenhagen. Time will be spent creating a material journal to log and document case studies, and also to track material experiments, developments, and dead ends. Class time will focus on engagement in material and building processes and will involve experimentation, 1:1 mock-up, and presentation of results. Students will gain new tools of analysis, seeing what is locally available as potential and viable low impact building materials.

Sustainable by Design (3)

A study of sustainability in architecture and design through theory and case studies. Sustainable aspects of design are approached from a holistic and conceptual point of view. The course will focus on advanced knowledge of sustainable practices to further students' understanding of the main aspects of sustainability as parameters for creating good architecture and design.

Urban Design Journal (3)

Through on-site studies, the course aims at developing tools to experience, record, and analyze the urban landscape, its fabric, spatial elements, and individual components. Studies are documented in a journal containing analytical sketches, diagrams, freehand perspectives, notes, and color studies.

Visual Journal (3)

Exposure to a series of techniques, methods, and media for recording, analyzing, and communicating design problems and design solutions relating to product design, interior design, architecture, urban design, and landscape architecture. Skills are developed through keeping a well-documented and highly detailed sketchbook ('visual journal').

Watercolor Painting (3)

Watercolor painting as a tool for recording the environment in full, including color and texture, through practicing the skills and techniques of watercolor painting applicable to architectural sketching and renderings.

Child Development and Diversity (CDD) Courses

REQUIRED CDD COURSES

Students must enroll in CDD 315/315P in Semester 1 and select another CDD core course in Semester 2. CDD core courses are upper division.

CDD 315 Child Development and Education in Scandinavia (3)

Within the framework of Nordic pedagogy, investigate education and care, analyzing the discourse surrounding quality of life for children. Explore the pros and cons of free play, relationships to caregivers and peers in the welfare state, school readiness versus social pedagogy, and children's exploration of nature in practicum, Study Tour, and on Field Studies. Mandatory study tours to Western Denmark and Finland are included.

CDD 315P Child Development and Education in Scandinavia Practicum (3)

This is a companion course to CDD core course "Child Development in Scandinavia." This course emphasizes and integrates application of research, critical reflection, and hands-on experience in Danish pedagogy in order to explore the connection between pedagogical approaches and professional practices with young children. Students are placed in a Danish childcare or school setting, with children varying in ages from 2 to 16, one day a week for a total of 45-55 hours per semester. CDD students are expected to take this course both semesters to supplement the CDD core course. Each semester is graded separately.

Students select their second required core course from the comprehensive list of core courses listed on the [DIS website](#) but only if the student has met course prerequisites. To find all core courses offered and course information (including prerequisites), use the DIS course search engine by entering "Core Course" under "Course Type".

ELECTIVE CDD COURSES

Courses are subject to change each year. Check with the [DIS website](#) for additional CDD electives that may be offered. Courses below are upper division.

Children with Special Needs (3)

This course considers children with special needs from a critical disability studies perspective. We examine the topics of inclusion, disability, and quality of life within the Danish social welfare system through the lens of Nordic pedagogy. The voices of disabled persons and families are included in class to help understand how their lives are affected by public and educational policies.

Developmental Disorders (3)

This course explores maladaptive behaviors, cognitions, and emotions in child development using the biopsychosocial model. This model addresses the multilayered and hierarchical contexts of the child's life

by considering multiple perspectives as regards the genetic, psychological, social, and cultural environments of the child. Within this framework, selected major developmental disorders are considered and the Scandinavian perspective explored. Strengths and weaknesses of diagnosis based on DSM-V is an integral part of the course. You are encouraged to think critically about the diverse factors that have implications for developmental trajectories in relation to research, prevention, and treatment.

Psychology of Adolescence: A Scandinavian Perspective (3)

What are the psychosocial challenges for adolescents today? The purpose of this course is to develop an understanding of the physical, emotional, social, moral, and psychological changes occurring during the transitional period of adolescence and the challenges that adolescents experience today. Adolescent development, psychopathology and implications for treatment and change will be considered and similarities and differences from a Scandinavian perspective will be presented.

Sociology of the Family (3)

A sociological analysis of family structure, dynamics, and child-rearing patterns in diverse cultures. The principal objective of the course is to demythologize the family by exploring ways 'the family' is experienced by people in different cultures, social classes, historical periods and gender. To increase our understanding of contemporary family issues, we will look at various family types, work-family balance, parenting, marriage, divorce, and adoption through the lens of sociological theory.

Stolen Childhoods: Migrant and Refugee Children in Europe (3)

This course focuses on human rights and developmental issues surrounding displaced and exploited children. Through a variety of sources, students investigate how displacement affects children and families, and how their presence affects the European countries that receive them. Students broaden their understanding of the issues children face globally and critically engage with issues and possible solutions.

Learning in Scandinavian Classrooms (3)

This course takes departure in Scandinavian pedagogy and teaching methods with specific emphasis on Danish public school classrooms, analysis of current social policies within education and learning models. By drawing on current Scandinavian research, this class will address questions such as: What factors in and outside the classroom seem to influence student achievement and well-being? What strategies or techniques are present in classroom settings? How are teachers prepared to meet these challenges?