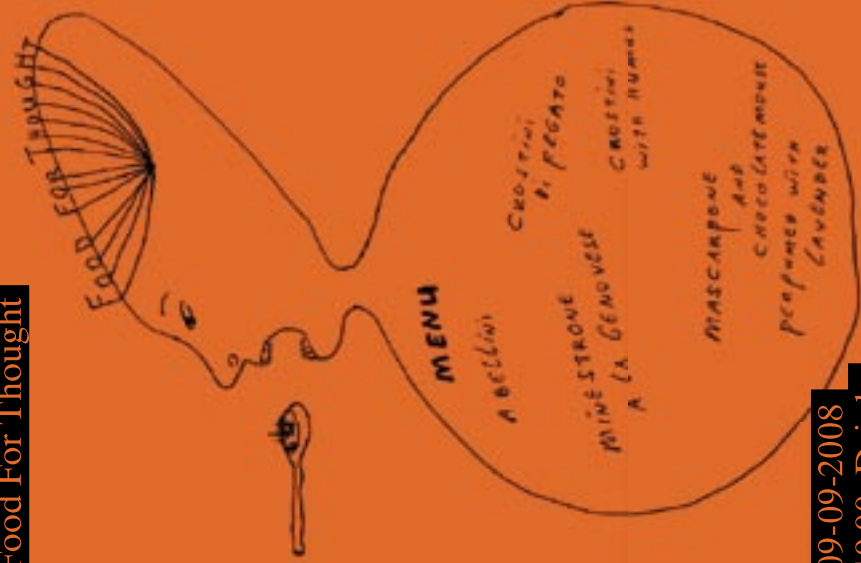
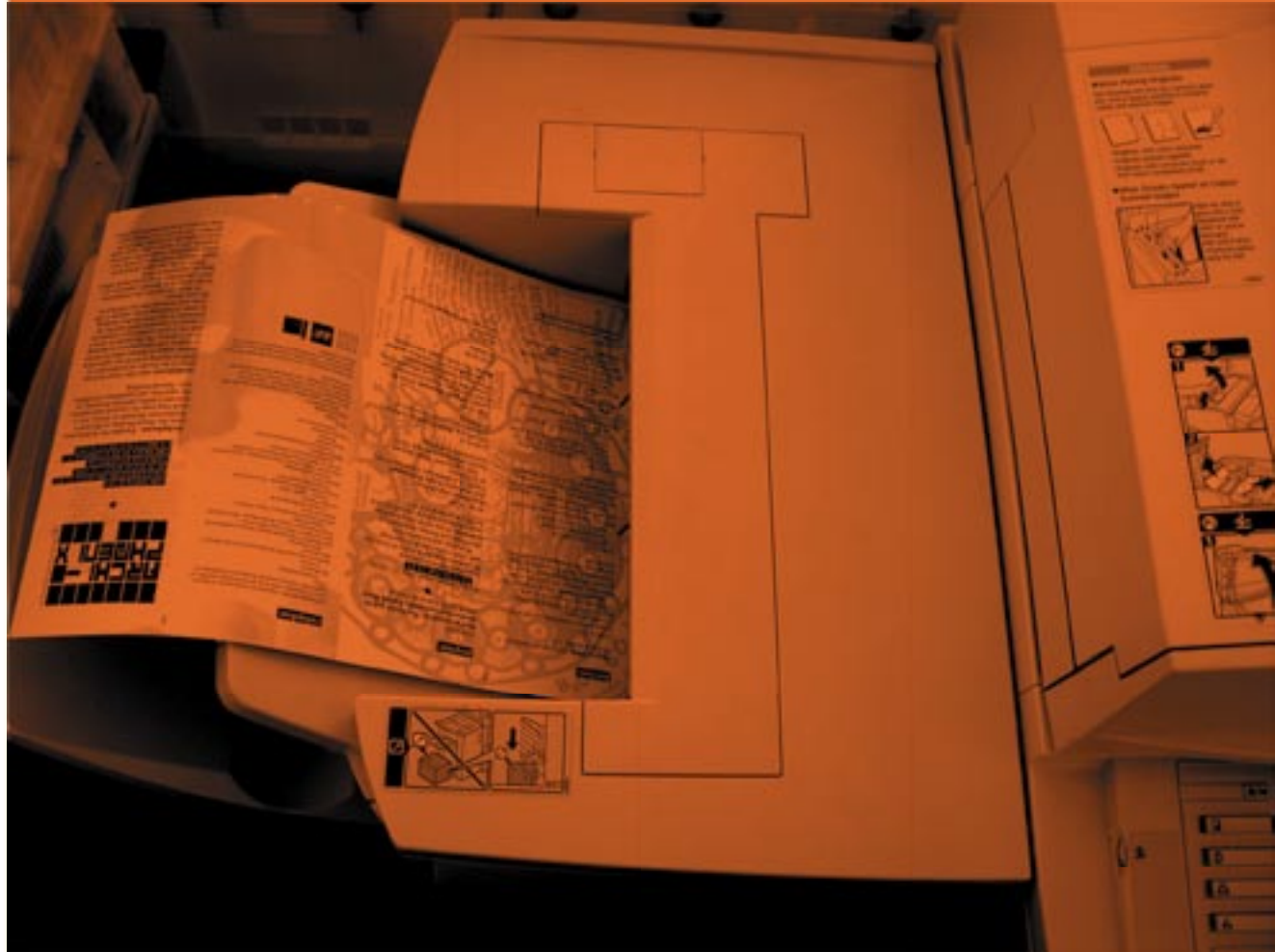


Food For Thought



09-09-2008
19.00: Drinks
20.00: Food



ARCHIPHOENIX FACULTIES FOR ARCHITECTURE



ROUGH NOTES

NO: :00 9-19 -09-2008

COVER: DESIGN BASED ON THE COVER OF
POLYGON MAGAZINE (1963). REFERRED BY REYNER
BANHAM AS THE BEGINNING OF A MOVEMENT
OF “UNDERGROUND ARCHITECTURAL PROTEST
MAGAZINES.”



The fire continues

Even though architecture is often understood as a discipline that concentrates on building, it remains (for the majority of humanity) the discipline that separates people through walls or brings them together through openings in those walls. Architecture, as such, either helps people share time and space, or prevents that from happening, and thus is something very different from a solely construction-based vocation. Today, in the wake of robust tendencies that mark our contemporary lives—digitization, migration, economical globalization and geo-political shifts), dramatic new forms of inhabitation, collectively and human interaction are invented or have emerged. Living disentangles from our material order. Communication is less and less a matter of adjacency. So, maybe we should say that beyond building, architecture most of all organizes lives. Sometimes you need buildings for this, and sometimes you don’t.

This is therefore the central issue: for a long time architecture fulfilled two essential roles within one mode by crafting buildings. The first role was to provide shelter, to protect. The second role was to organize people according to their social patterns. A human being—as biological entity and as social entity—requires the shelter of a building.

But today these two roles are no longer necessarily coinciding and this leads to a fundamental confusion about the mandate of architecture and the role of the architect. People, as living organisms, still need shelter and hence: buildings. As social beings, however, people have adopted completely new forms of organizing behaviour, moving beyond the adjacency principle. The ongoing divergence of architecture as technical discipline versus architecture as organizational discipline leads to an enormous tension.

This distinction is certainly not only to be made from a theoretical understanding

about the substance and essence of architecture. It also touches on the self-image architects have of their own profession. In this respect we can distinguish two kinds of architects. The first enters a building and immediately starts to investigate how things are materialized. The other, engages with a space and wants to understand how people's lives are organized within it. This is the divide that tears architecture apart. Both types of architect, to greater and greater degrees, believe the other is doing the wrong job at the wrong place at the wrong time. The materialist finds the socially inclined architect dangerously violating the medium-specific principles of a venerable discipline. The environmentalist considers the materialist stagnant and limited by the literal.

And it equally bears relevance to the way architecture is displayed in exhibitions and publications. Archiphoenix - Faculties for Architecture, came into existence as very much beyond building. It started as an unfolding event, as a choreography of content, format, form and people, as a series of social-spatial scripts. As such it questioned the status quo of architecture. The fire that destroyed the Faculty of Architecture of Delft on May 13, 2008, was metaphorically transformed into a Faculty for Architecture: a way to investigate the very reasons, objectives, and means of this discipline.

Read in this publication numerous ideas by variety of architectural and other professionals that took their stand in the Dutch Pavilion during the opening week of the Biennale.

Now, the Phoenix has risen from the ashes. Architecture returns - as a multifaceted and versatile discipline that addresses the urgent questions of our time.

Archiphoenix - Faculties for Architecture has turned the Dutch Pavilion, at this year's Architecture Biennale in Venice, into a weeklong stage for research and exploration and a debate platform focussing on the capacities and capabilities of architecture - beyond building.

Archiphoenix takes the recent burning-down of the Faculty of Architecture in Delft as starting point for an exploration of what values to defend, what territories to explore and what practices to develop as an architect. The fire seems to open a new era, it gives the architecture community a chance to reposition itself and the opportunity to question whether thinking in terms of buildings is the solution to the issues and demands that we face in the near future. In short: the faculties for architecture, in the sense of its multiple capacities, powers, capabilities. A question mark rather than an exclamation mark.

While on the one hand, global pressures - massive population growth, economic instabilities, limits of the resources available, just to name a few - urge architects to radically reconsider their tools, products and models of working, a growing number of practices already showcase possible directions. How could they be made to work - on a scale that answers the challenges ahead?

The project focuses on five questions each architect encounters: ***Why we make*** - beyond the profitable simplicity into the social sustainability, ***What we make*** - beyond the artifact, ***How we work*** - beyond the singular into the collaborative, ***For whom we make*** beyond power to empowerment, and finally ***What it takes to make (and un-make)*** - beyond the sustainable: challenging the flow of resources, materials and people. These five seemingly simple, yet essential questions, if put to face challenges ahead become serious issues for discussion.

From 9-14 September 2008, during the Biennale opening days, the project has taken the opportunity to engage the vast network of architects and other professionals present in a direct exchange either as speakers, interviewers, moderators. To make it all happen we gathered a number of active and engaged people in a role of editors in this collaborative effort, to produce these six 'boogazines' made on-site. The spatial setting itself has been changing on a daily basis to accommodate dinner, round tables, speed dates, lectures, workshop, and an on-site instantly edited video and book production unit. While the pavilion has been acting as a temporary 'school', the produced content aims to become an imaginary curriculum for architecture beyond division on education and practice. Apart from the publication, the outcomes of this dense process have been the base for an exhibition in the Dutch pavilion during the Architecture Biennale in Venice.

Ana Dzokic, Marc Neelen,
Saskia van Stein

**'...IN REACTION TO
TRADITIONALLY STATIC
EDUCATIONAL
INSTITUTIONS – IN TERMS
OF BOTH CURRICULUM
AND ISOLATED
BUILDINGS –
BOYARSKY ENVISIONED
THE 'SUMMER SESSION'
AS AN ALTERNATIVE
EDUCATIONAL MODEL
– OR, AS HE DESCRIBED
IT; 'AN ALTERNATIVE
AMBIENCE' – IN WHICH
'[C]ROSS-FERTILIZATION
AND INTERCHANGE WERE
THE OBJECTIVES.'**

FROM ARCHITECTURAL DESIGN, LONDON, 1971.



Notes on the project intentions

We believe in architecture as a relational practise. In consequence the whole outcome of this project, material and immaterial, has been thought through as such.

We framed five statements that bring awareness and focus on the multiple capacities of architecture – *beyond building* – that should make a difference in addressing the global urgencies of today.

We set a platform for exchange and discussion between the participating groups and individuals in the Biennale, the visitors and the project team to facilitate a debate on the potential of bringing the ‘alternative’ practices present to a scale where their impact really starts pushing the futures ahead.

We seek with this project what is possible to exchange, capture and produce on-site, in a short time.

We set the space to transform anticipating the different events. Starting as an enclosed block, the elements of the spatial setup were literally taken down and flown into the garden and pavilion space, to become utility elements (seats, stage, etc.) and finally transform into an exhibition setup when the on-site program of events and postproduction is finished.

We have chosen to temporally ‘borrow’ collapsible polypropylene transport crates and euro-pallets from their usual habitat – to form the spatial setup. 90% of all the elements will be re-used.

We have chosen for the on-site production of a program of events to be post produced into the exhibition.

We aimed at making an on-site publication, printed over previously designed and pre-printed pages. Overprinting demands from the contributors to live within the horizon of previously made choices - adding to the rigor of the on-site production.

We wanted to make the book out of 6 parts, in 6 days, it took us 10 days.

We are happy that the contributing editors of the publication have decided to step in beyond their respective organisations and institutions, and draw-up the project

with a high degree of personal collaboration instead.

We considered the space of the pavilion as an envelope for the spatial setup. The monument is left untouched, apart from the floor, on which the setup reconfigures.

We feel the project seeks for roughness with potentially brilliant edges, rather than perfection and control.

We find it important that while being a national presentation, the project reaches out maximally beyond the national, beyond the nation-state.

We wanted to show how a biennial can be maximised as a productive gathering.

We think this is an attempt to bring the Biennale from a consumption to a production space. And an attempt to bring a national pavilion from a presentation and representation space to a performative space - blending the professional contributions, the audience and the on-site production, beyond an exhibition.

We are glad that this project brought in a huge amount of personal and professional energy, to converge in a site of exchange.

We collaborated on the level beyond the individual genius.

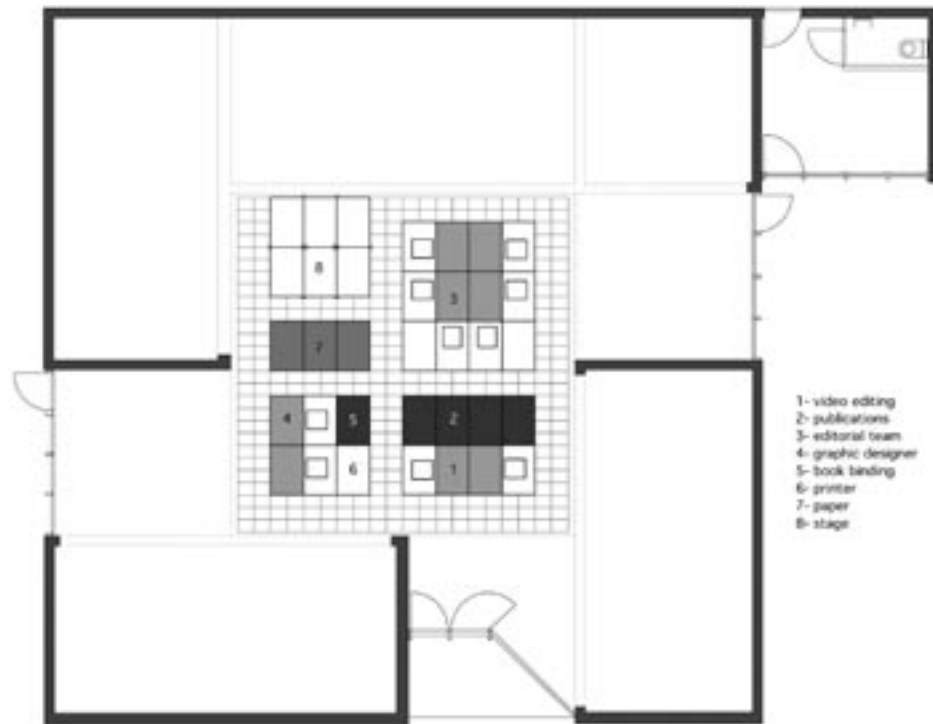
We are very grateful to all who contributed.

We hope that this project will be a catalyst of change.

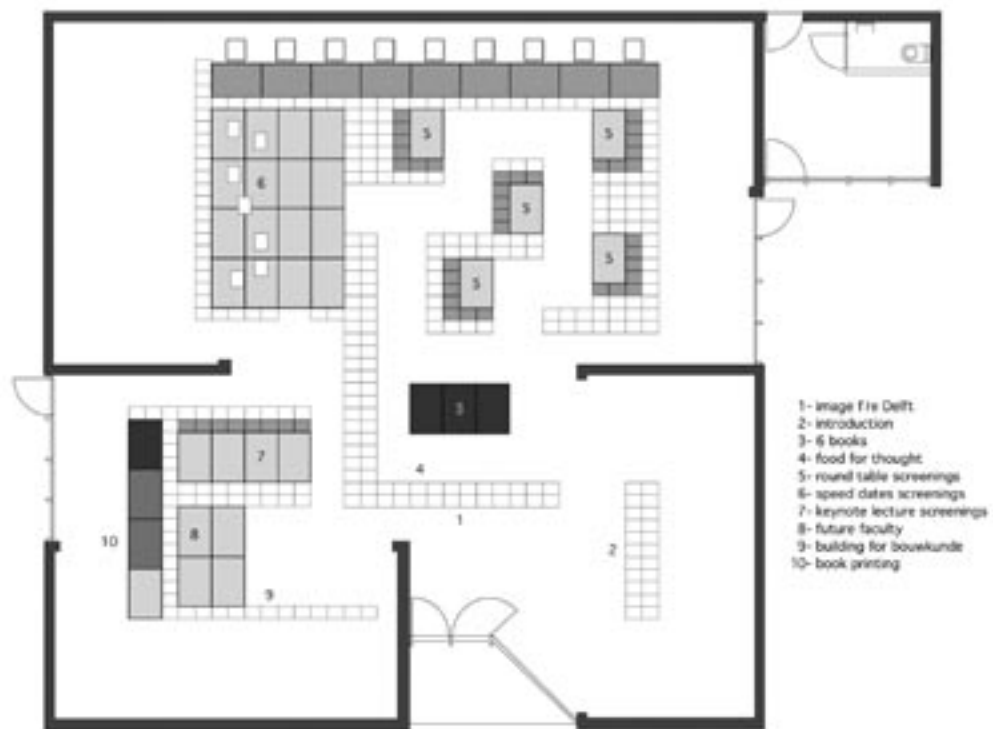
We did not let an English text editor check these notes.

Spatial setup

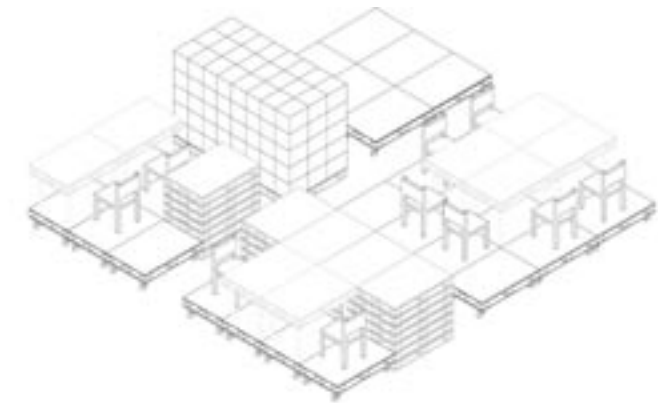
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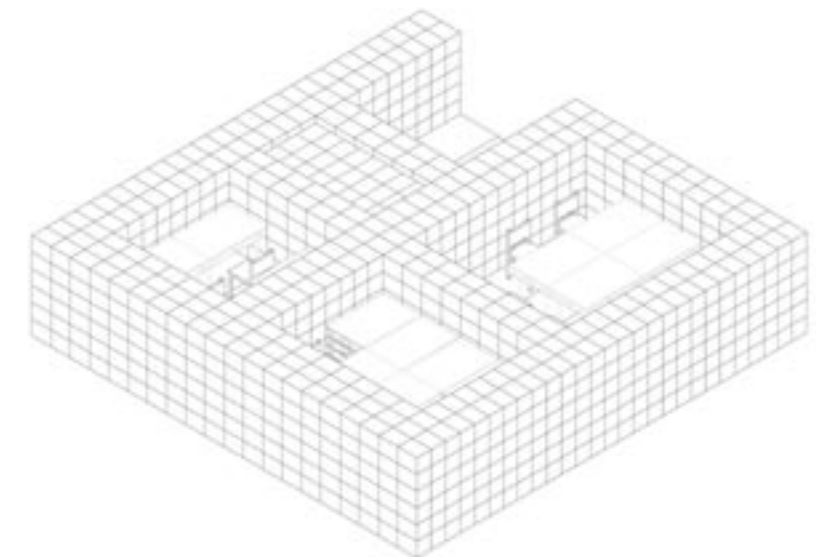
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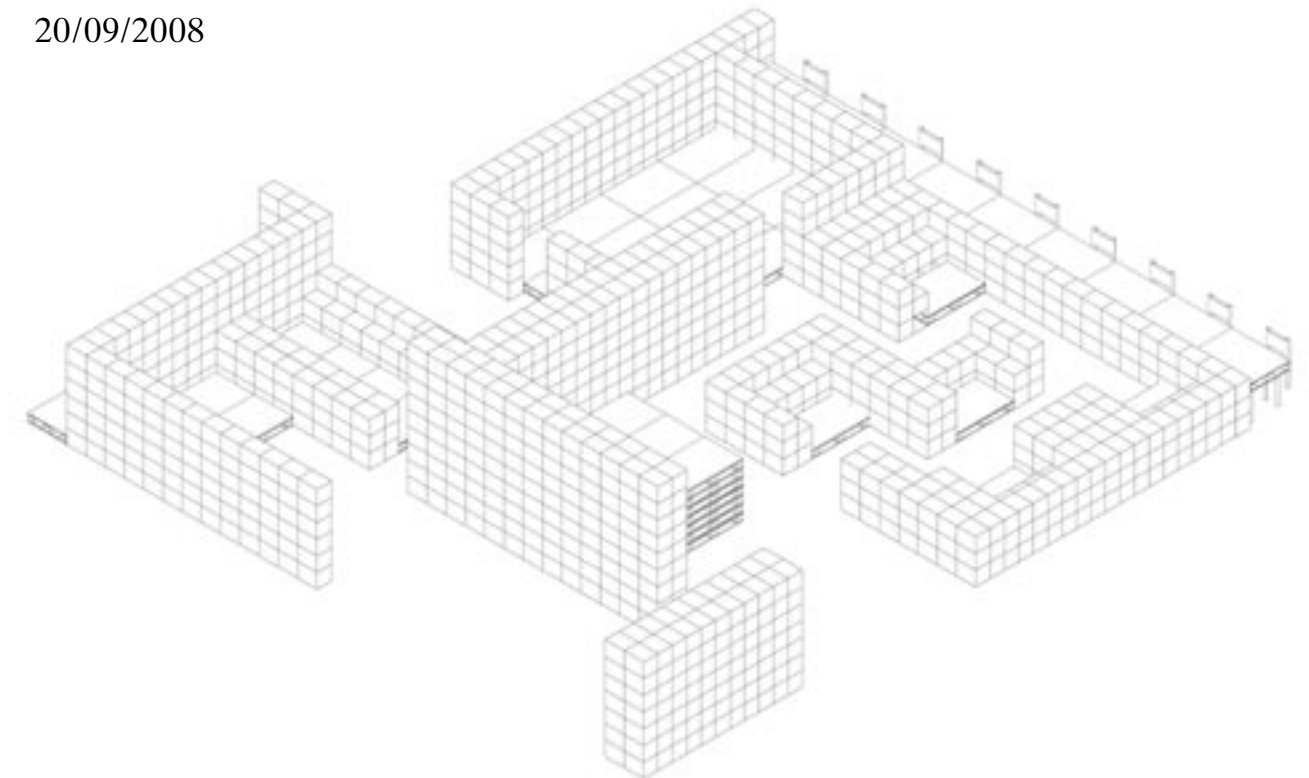
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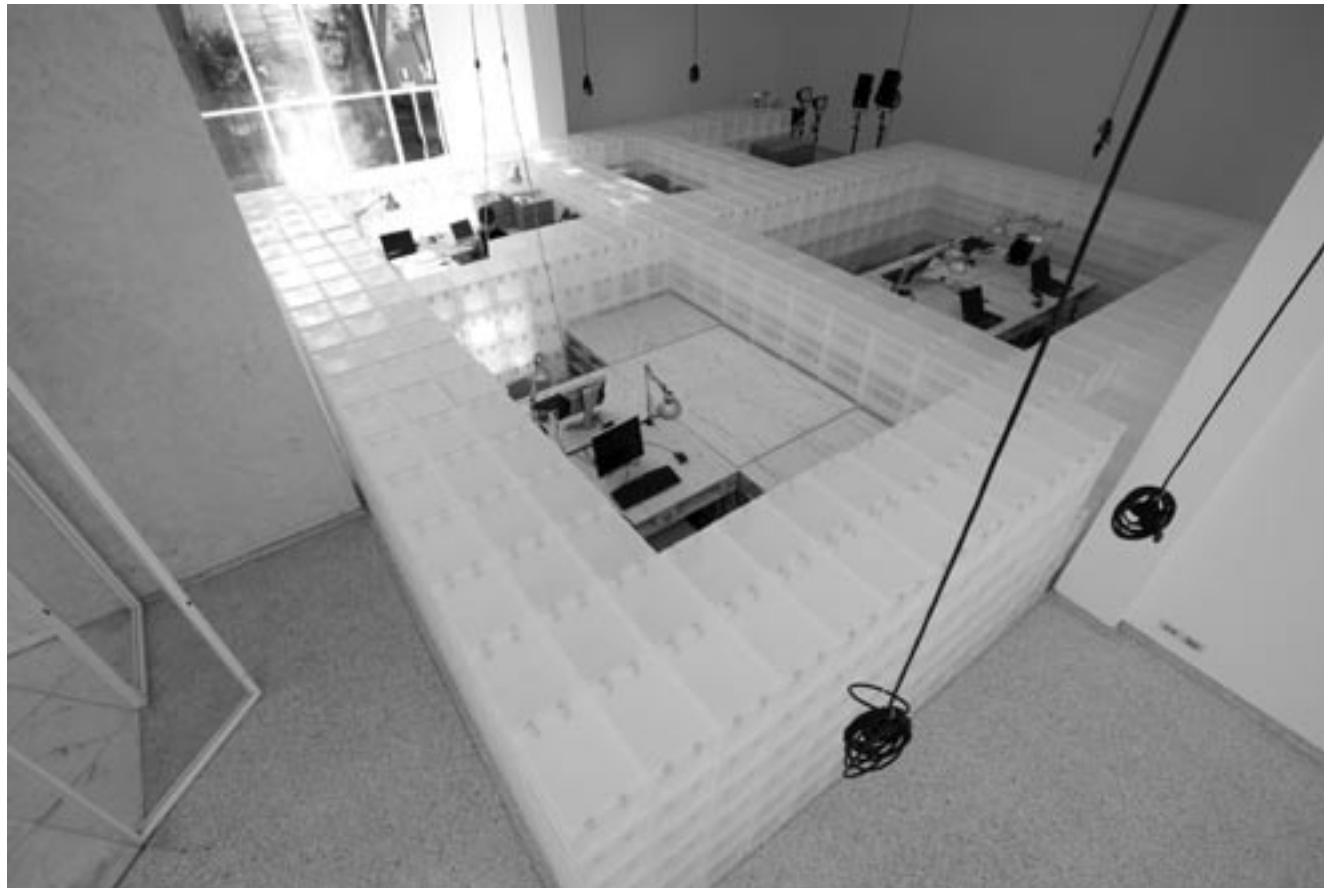
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Program

ARCHIPHONIX FACULTIES FOR ARCHITECTURE

9 – 14 September

Program update will be available at:
www.facultiesforarchitecture.org

Tuesday 9 September 2008

FOOD FOR THOUGHT

Dinner event, for Biennale participants



Wednesday 10 September 2008

FOUNDING FACULTIES



Thursday 11 September 2008,
11 – 18 hrs

ROUND TABLE DISCUSSIONS

11.00-12.00

BEYOND THE PROFITABLE
SIMPLICITY INTO THE SO-
CIENTAL SUSTAINABILITY
WHY WE MAKE

Is there another drive to practice
beyond economic pragmatics?

Alejandro Aravena, Elemental,
Santiago de Chile, **Jeanne van Heeswijk**,
Rotterdam, **Kai Vöckler**, Archis Inter-
vention Prishtina, Berlin. Moderator:
Ole Bouman, NAI, Rotterdam

12.15-13.15

BEYOND THE ARTIFACT
WHAT WE MAKE

What is the product or the outcome of
architecture beyond building?

Matthias Rick / Markus Bader,
Raumlabor, Berlin, **Lorenzo Romito /**
Francesco Carreri, Stalker/Osservatorio
Nomade, Rome, **Daniel van der Velden**,
Metahaven, Amsterdam. Moderator:
Peter Lang, Texas A&M Santa Chiara
Center, Environmental Design Theorist,
Rome/New York

13.30-14.30

BREAK

14.30-15.30

BEYOND THE SINGULAR
INTO THE COLLABORATIVE
HOW WE WORK

How to shift from the genius to opera-
ting in the reality of network society?

Tomislav Medak, Multimedia In-
stitute / **Marko Sančanin**, Platforma
9.81, Zagreb, **Markus Miessen**, Studio
Miessen, co-editor of 'Did Someone Say
Participate?', London, **Damon Rich**, the
Center for Urban Pedagogy (CUP), New
York. Moderator: **Joseph Grima**, Store
Front Gallery, New York

15.45-16.45

BEYOND POWER,
TO EMPOWERMENT
FOR WHOM WE MAKE

Who are the new clients emerging that
architecture must address?

Teddy Cruz, Studio Teddy Cruz,
San Diego, **Andreas Ruby**, critic, theorist,
curator. Berlin, **Eyal Weizman**, Gold-
smiths, London. Moderator: **Miguel**
Robles – Duran, Berlage Institute/TU
Delft, Cohabitation Strategies, Rotterdam

17.00-18.00

BEYOND THE SUSTAINABLE:
CHALLENGING THE FLOW
OF RESOURCES, MATERIALS
AND PEOPLE
WHAT IT TAKES TO MAKE
(AND UN-MAKE)

What would radical ecology imply for
architecture?

Pliny Fisk III, Center for Maximum
Potential Building Systems, Austin
Texas, **Jan Jongert**, 2012 Architects,
Rotterdam, **Ton Matton**, Matton Office,
Wedorf/Rotterdam, **François Roche**, R &
SIE (n), Paris. Moderator: **Piet Vollaard**,
ArchiNed, Smart Architecture
Foundation, Rotterdam

18.00 – 19.00

Presentation + drinks

Sustainability Reader – a collabora-
tion of the magazines **Abitare**, Milan
and **Volume**, Amsterdam

Friday 12 September 2008, 11 – 18 hrs

SPEED DATE MARATHON

Adopt a faculty for architecture –
over 30 speakers – every 10 minutes!

11.00 -18.00

In order of appearance:

Andre Dekker (Observatorium), **Piet**
Vollaard (ArchiNed), **Jeroen van Schooten**
(Meyer & Van Schooten), **Gian Piero Fra-**
ssinelli (Superstudio), **Robert Winkel** (Mei
Architecten), **Elma van Boxtel & Kristian**
Koreman (ZUS), **Ivan Kucina** (Faculty of
Architecture Belgrade), **Aleksander Ostan**
(Atelje Ostan Pavlin), **Håkon Matre**
Aasarød & Erlend Blakstad Haffner
(Fantastic Norway), **Malkit Shoshan**
(FAST), **Lidewij Edelkoort** (Design Aca-
demy Eindhoven), **Matthijs Bouw** (One
Architecture), **Allard Jolles** (Dutch Gov-
ernment Buildings Agency), **Lauren**
Gutierrez & Valérie Portefaix (MAP
office), **Ton Venhoeven** (VenhoevenCS),
Remy Ramaekers (Droog Design),
Shumon Basar (Architectural Associa-
tion, Tank Magazine), **Cecilia Andersson**
(Werk), **Srdjan Jovanovic Weiss** (Normal
Architecture Office), **Peter Mörtenböck &**
Helge Mooshammer (Networked Cultures),
Ole Bouman (NAi), **Mark Wigley** (Colum-
bia University), **Tor Lindstrand & Mårten**
Spångberg (International Festival),
Winy Maas (MVRDV), **John Thackara**
(Doors of Perception), **Mels Crouwel**
(Bentham & Crouwel).

18.00 Opening by **Liesbeth van der Pol**,
chief government architect of the Netherlands

Saturday 13 September 2008, 11 – 18 hrs

KEYNOTE SPEAKER MARATHON

11.00-12.00

BEYOND THE SINGULAR INTO
THE COLLABORATIVE:
HOW WE WORK

How to shift from the genius to operating
in the reality of network society?

Andrew Bullen, Media Guild,
Amsterdam

B0_4

11.00-12.00

BEYOND THE SINGULAR INTO
THE COLLABORATIVE:
*HOW WE WORK*How to shift from the genius to operating
in the reality of network society?**Andrew Bullen**, Media Guild, Amsterdam

12.00-13.00

BEYOND THE PROFITABLE SIM-
PLICITY INTO THE SOCIETAL
SUSTAINABILITY
*WHY WE MAKE*Is there another drive to practice beyond
economic pragmatics?**Douglas Slater**, historian and political
theorist, London, UK

13.00-14.00

Announcement international architec-
ture competition:

BUILDING FOR BOUWKUNDE.

Visions on architecture education.

Ronald Plasterk, Dutch Minister for Edu-
cation, Science and Culture. Also
pre-sent: **Wytze Patijn**, dean Faculty of
Architecture, Delft University of Tech-
nology and **Ole Bouman**, director NAI,
Rotterdam.

14.00-15.00

BEYOND POWER,
TO EMPOWERMENT
*FOR WHOM WE MAKE*Who are the new clients emerging that
architecture must address?**Héctor Torres Casado**, vice-minister of Pl-
anification and Consumption of the Ministry
of Peoples Power for Housing and Habitat
of the Bolivarian Republic of Venezuela

15.00-16.00

BEYOND THE SUSTAINABLE:
CHALLENGING THE FLOW OF
RESOURCES, MATERIALS AND
PEOPLE
*WHAT IT TAKES TO MAKE
(AND UN-MAKE)*What would radical ecology imply for
architecture?**John Thackara**, Doors of Perception,
Montpellier/London

16.00-17.00

BEYOND THE ARTIFACT
WHAT WE MAKEWhat is the product or the outcome of
architecture beyond building?**Irit Rogoff**, Goldsmiths, University of
London, London

17.00-18.00

Official opening in the Giardini by
Biennale director **Aaron Betsky**

18.00-19.00

**Book presentation 'The Model and its
Architecture' and drinks.** **Patrick Healy**
and the Delft School of Design.

Sunday 14 September 2008, 11 – 18 hrs

FUTURE FACULTY<http://www.futurefaculty.org/>By students from the Faculty of Architec-
ture, Delft University of Technology
Workshop and lecture series: (Re)Think
and Design Architectural Education. If
you could design architectural education
from the ground up, how would you envi-
sion it to be?

10.30 – 11.00

Registration and opening

Day coordinator: **Leslie Kavanaugh**,
Faculty of Architecture, Delft University
of Technology

11.00-11.15

Introduction, **Wytze Patijn**, dean Faculty
of Architecture, Delft University of
Technology

11.15-13.00

Lecture, **Michael Shamiyeh**, DOM Re-
search Laboratory, Kunstuniversitaet Linz
Lecture, **Wolf D. Prix**, Coop Himmelb(l)au,
University of Applied Arts Vienna
Lecture, **Andrew Bullen**, The Media
Guild, Amsterdam

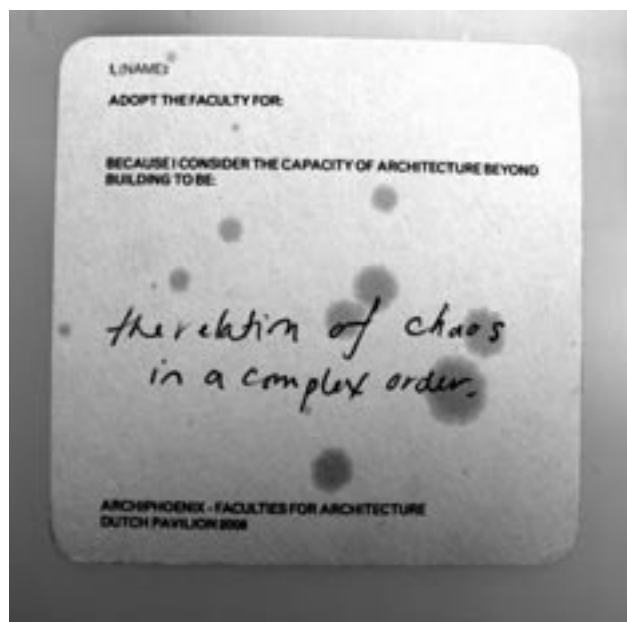
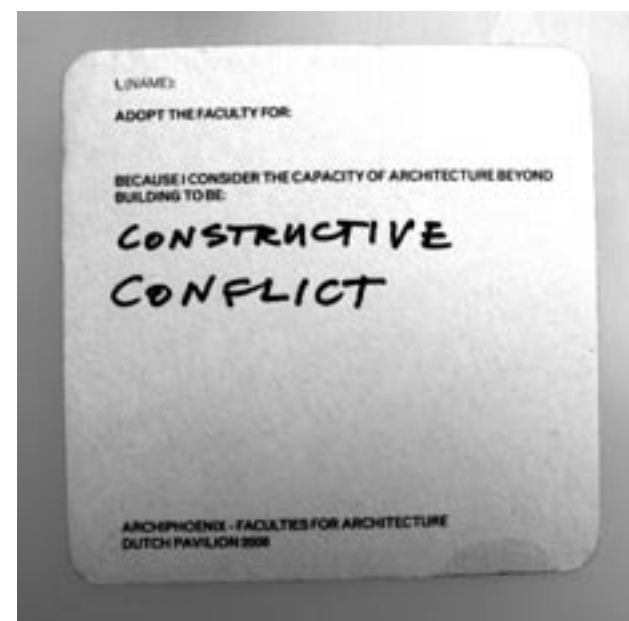
13.00-16.00

Workshop

Food for thought

09/09/2008





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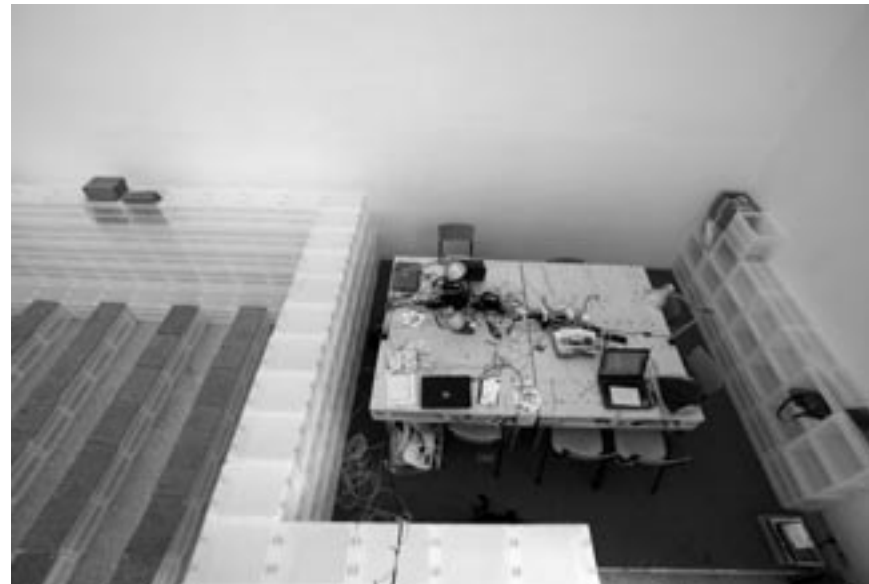
18/09/2008



11/09/2008



13/09/2008



18/09/2008



12/09/2008



14/09/2008



SPEED DATE MARATHON
12/09/2008

Seven hours of non-stop interviews by **Jord den Hollander**, architect and filmmaker. 26 speakers were invited to talk about their practice and their ideas on architectural education.

Notes by **Billy Nolan**

Speed Date 01 /
Andre Dekker
(Observatorium)

FACULTY FOR
DIRECTING

Museums and galleries are dead space

We want to watch the highway; we're fascinated by people on the move

Where are all the building clients at the biennale?

Architects focus too much on themselves

Architectural education is about experiencing a society, not teaching a trade

Don't display architecture; talk about it. When architects go beyond the borders of their profession they usually end up in art, but it's not art

You have to teach students that they cannot do it all themselves. They have to incorporate lots of other things into their architecture – sociological, economic and psychological insight for example

An architect should never work alone

I want architects to climb the mountain and take from it. They

should also think about giving. There's no program for education

The faculty of architecture should teach students to direct, just as a director does with a performance

Education should involve more interactivity, more debate on the forces of creation and collaboration



Speed Date 02 /
Piet Vollaard (ArchiNed)

FACULTY FOR
UN-BUILDING

After graduating I decided I wanted to do one fun thing a year; one of the those was a website

Writing is architecture

What you learn at university is to learn

School is a totally artificial context; money is not a factor. When you leave, the first thing you learn is that money is the problem

Society is about learning; the university is about learning

What I learned at university is how to organise a party for 4000 people

Few architects can force their ideas on a client

What is not taught at uni-

versity is how to undo what has been done, to take away

We should learn about the cave (removing) as well as the primitive hut (adding)

Architects produce stuff; they should produce space

The first lesson at the faculty should be: take away

Michelangelo said that every block of stone has a statue inside it and it is the task of the sculptor to discover it

We should take away in order to increase possibilities

Like yin and yang, undoing and creating go hand in hand

Cedric Price said that sometimes the solution is no architecture at all, but hardly any architect will say this to a client

Maybe architects should send bills for not doing anything

Architecture is not an object but a process in space

The life of a building starts when the architect finishes

My goal for the next decade is to have some serious fun



Speed Date 03 /
Jeroen van Schooten
(Meyer & Van Schooten)

FACULTY FOR
SPECIALISATION

An architect is never ready; so much is changing

Network means specialists; everything is more specialised

Architects have to continually train themselves in all sorts of fields – climate control, new software, new construction techniques

A faculty of architecture should train people to speak the language of all the specialists they work with

The new faculty should be an integrated new solution



Speed Date 04 /
Gian Piero Frassinelli
(Superstudio)

FACULTY FOR
GAP BRIDGING

The aim in architecture is to get rich; I'm not rich

I would never have become an architect if I knew what I now know about society

Architecture can change society...for the worse

What you have to learn is to

understand the gap between the people who live in houses and the people who design houses



Speed Date 05 /
Robert Winkel
(Mei Architecten)

FACULTY FOR
NON PERFECTION

Isolate architecture from everyday life and it becomes special, beautiful

I'm all in favour of an architecture with mistakes

A building must work, not be perfect

People have to learn to forget about making perfect things

There should be less drawing and more communication in architecture

The architect has to learn to be less of an architect and more of a team player and team builder



Speed Date 06 /
Elma van Bortel &
Kristian Koreman (ZUS)

FACULTY FOR
UN-SPECIALISATION

We're too specialised

Public space can only be approached in an interdisciplinary way; it is blurred

Too many specialised blurs issues; nobody knows who does what

Architecture should always be experimental

We are pro-active. We don't wait for a client. First you have to initiate a debate. We're not solution based



Speed Date 07 /
Ivan Kucina (Faculty of Architecture Belgrade)

FACULTY FOR
DISCOVERY

In Holland you have not enough mistakes. In the Balkans there are too many. It's accidental, disordered

The pendulum is always in motion. If things are organised we long for disorder, and vice versa

A good education means being confronted by differences

Learning is about discovery

Architects can speed things up or slow them down, but they cannot stop them

The ideal faculty could be everywhere. It could be a real web, dispersed

A space is not necessary in order to learn

An educational network would allow people to pick and choose, to create differences



Speed Date 08 / Aleksander Ostan (Atelje Ostan Pavlin)

FACULTY FOR OPENNESS

We don't want to close architecture as one autonomous discipline

We do a lot of workshops in situ, we try to create living laboratory travelling through different cities

We do not believe in the gap between academic world and reality that exists in space and time

We had to invent a methodology

Exploring, travelling, respecting differences, not bringing over universal language of sameness

A balance between old and new is not only in progressistic model where the global market is ruling in the spatial realm

We should not keep ourselves in our offices, at our computers, and try to develop world as a projection – but keep in touch with a reality

Meet with people, get in discussion, listen to them, but answer professionally

If you do something that goes out of your secret circle then you know it, and then you have to correct it



Speed Date 09 / Håkon Matre Aasarød & Erlend Blakstad Haffner (Fantastic Norway)

FACULTY FOR OPTIMISM

Our main tool is optimism

We have to reclaim some of the power we've lost as architects. Now we're little more than consultants

Fantastic Norway are the flying doctors of architecture



Speed Date 10 / Malkit Shoshan (FAST)

FACULTY FOR GOUNDED FACTS

In Israel I learned to create facts on the ground. Only then are you in a position to start negotiating

An architectural education needs to teach a much more social practice, a concern for users. Architecture is not about starting with a tabula rasa and creating utopias



Speed Date 11 / Lidewij Edelkoort (Design Academy Eindhoven)

FACULTY FOR MAN

In education you never arrive. There's no final destination. It's like sailing, you always have to negotiate the weather, the currents...

I branded the Design Academy

The education structure at the Design Academy puts Man at the centre

The Design Academy is a life-style-driven institute. It can always adopt to meet societal change

I can help a brand detect where it is

Design fairs are a way for students to encounter producers, collectors, galleries, colleagues and more

Designers don't design objects; they design ideas, services, scenarios

I would make an open faculty, linked to other disciplines like philosophy and fashion. It should be an institute with tentacles that extend into other disciplines. Would it be too blurry? No. Just think of mushrooms

I imagine a mushrooming faculty with domes of different size, a family, a structure

The structure will be about fluidity. Everyone is mapping now, gathering data

We are running into the end of map-making

But mushrooms can be naughty to. You can go out of your brain

I imagine a faculty of giving, of healing, of wellbeing, of generosity

We prefer legends because they are clearer than reality. Legends deal in symbolism, not realism

Creation is ingrained in the human brain

My faculty will hook up with others



Speed Date 12 / Matthijs Bouw (One Architecture)

FACULTY FOR CONTINUOUS EDUCATION

The faculty in Delft was a big coffee machine where you met people with other interests

I'm happy with the continuous education that practice offers

In an educational environment you can only stiff at the world, but it's only later, when push comes to shove, that it really starts



Speed Date 13 / Allard Jolles (Dutch Government Buildings Agency)

FACULTY FOR THE EVERYDAY

People fly to Venice to talk to people they could have spoken to yesterday back in their home city, and they even do it in another language

In Venice we meet the same people but in other circumstances

We make complexity because we like it

Complexity is not a sign of our times, but the very fact that we crave it

Multi-tasking is not enough. We want to do many things at once

Architecture can help people understand their world better

The choices we make every day – where we live, where we work, who we meet – are what make the city



Speed date 14 / Lauren Gutierrez & Valérie Portefaix (MAP office)

FACULTY FOR EYE OPENING

We don't say that we can change forces in China, but at least we can change our Western perspective

When we are in China we try to think that we are invisible and becoming invisible allows us to go wherever we want

We are mainly working, walking, collecting stories illegally. And then again, it is just about our eyes, there is no understanding in the terms of language

We try to be eyes that can see

We work on the informal economy, which is a bit different from informal city, because economy is larger than only the city

Informal economy exists everywhere – also in this Biennale – it

is just a matter of grasping it and turning it into a project

We are also teaching students strategic design that incorporates the notion of experience



**Speed Date 15 /
Ton Venhoeven
(VenhoevenCS)**

FACULTY FOR
INDEPENDENCES

A school of architecture should have limits and borders to create the boiling energy needed

The future faculty should produce its own energy and food. It should be a zero-energy building



**Speed Date 16 /
Reny Ramaekers
(Droog Design)**

FACULTY FOR
SHORT LIVED
HAPPINESS

Droog objects make people happy for a moment

I don't have the ambition to

change the world

The question is not if I want to design a table. I have to ask myself why I want to design a table

I teach students to ask questions, not give answers

The idea can be as good, as relevant, as the product itself

My ideal faculty is not focused on one thing. It's about a multitude of things

Once I went to a Grateful Dead concert, smoked some pot, had a fantastic time, and took home the record to relive it all. Next day I played the record and it was crap. That's why I'm not into mushrooms



**Speed Date 17 /
Shumon Basar
(Architectural Association,
Tank Magazine)**

FACULTY FOR
DEVIATION

Capitalism is the air that we all breathe

There are celebrity chefs, celebrity joggers, celebrity golfers, so why not architects?

Working for a starchitect is like joining a religious cult. You don't have time to live, because you're too busy working. It's farcical

The Architectural Association teaches a sense of individual agency

The architect is the mother, the client is the father

A faculty should be a space in which to cultivate a variety of philosophies where everything is up for grabs

I like that architecture schools can teach people who end up doing other things. Chris Lowe of the Pet Shop Boys studied architecture

Sometimes the best people in a profession studies something else

Shumon's mother recently said to him: Sometimes I feel guilty I didn't let you become an artist

A faculty is not a factory

In education we need to reject certainty, formulas, belief

The following four things are vital to the future faculty. One: epistemological promiscuity. Two: political history and theory should be compulsory. Three: it should be anti-Western and anti-Eastern. Four: it should be both projective and historically cognisant.

What we are today is not what we'll be tomorrow

I'm interested in the history of the present, when seen from the ruins of the future

My dream is an architecture that doesn't produce architects

Going beyond architecture only reasserts the boundaries

We don't need to explain everything



**Speed Date 18 /
Cecilia Andersson (Werk)**

FACULTY FOR
CONTENT

I feel excluded from the architecture at the biennale. It doesn't talk to me

Architecture is culture-specific thinking

My role is to be a catalyser

My biennale theme would be: the nomadic in architecture



**Speed Date 19 /
Srdjan Jovanovic Weiss
(Normal Architecture Office)**

FACULTY FOR
SUBVERSION

Narrative should be an integral aspect of education

We need to invade the space of the network and be subversive



**Speed Date 20 /
Peter Mörttenböck &
Helge Mooshammer
(Networked Cultures)**

FACULTY FOR
RELATING

What we haven't learned to do in architecture is connectivity, the technique of setting up relationships

We should think of society as something that's not structured. It needs to be negotiated all the time

The gap between architecture and society is widening all the time



**Speed Date 21 /
Ole Bouman (NAi)**

FACULTY FOR
CONNECTIVE
COMMUNICATION

This biennale reveals a fascination with two phenomena: sustainability as an external drive and the pervasiveness of the public domain

The public domain is where encounter can take place

Ideology used to be about achieving things; now it's about survival

The educational role of the NAI is to be topical, hip, relevant and prophetic

We need to reinvent a new community, an environment, to fuel debate

We need to refresh, we need an awakening. Catastrophe can be a blessing



**Speed Date 22 /
Mark Wigley
(Columbia University)**

FACULTY FOR
SURFACING
DOUBT

Biennale exhibitions form a distraction between meeting people

Walking around the exhibitions is never a happy walk

The heart only becomes interesting when it stops...and then starts again

The architect is both a strange species of optimist, and a tragic figure in the psycho-sexual sense

The architectural species is the only one who doesn't know what a building is

Architects can spend the whole weekend discussing doorknobs

You can be very religious and a plumber

The architect decides to study life, but to have no life himself. He will have no free time, no weekends, make no money, never retire

The architect stands outside conventional life in order to study it

To be an architect is to be in love with an environment

The best way to deal with being unsure about something is to put a building on it

The role of the architect is to offer certainty, an image of stability, as an antidote to the chaos around us

A house is a place of maximum danger behind a mask of certainty

Do we produce the architecture species inside the school?

To be an architect is to see mystery, to ask questions, to doubt

The best architects bring that love of doubt to the surface

To become an architect is to become a fellow victim for this romance



Speed Date 23 / Tor Lindstrand & Mårten Spångberg (International Festival)

FACULTY FOR HALF GOOD

Architects tend to build plywood structures and then the choreographer dances around it. This reinforces the two fields.

We wanted to do something that is neither architecture nor performance

How solid the room has to be to be acknowledged?

How can we not do what we can?

Someone came to us and said: This is great, but why do you have to do something that you have no idea about

How can you stand to do when your next thing is to do exactly what you are good at?

Education is about rehearsal, already started and yet not there, departed but not arrived, a weak spatio-temporal coordination that carries opportunities of recoding. International Festival is this rehearsal. One more time: 1 2 3 4

We have been working a lot with T-shirts as architectural material

We are not subversive because being subversive is an act of enclosure. We believe in being half-good

I would like if we could change our schools to make people who leave them become even more colorful

Time flies like an arrow, we fly like a banana



Speed Date 24 / Winy Maas (MVRDV)

FACULTY FOR 2 MILLION EURO LUNATICS

I want sustainability to mean: an endless chain of change

I cannot define a new faculty of architecture, but we can define the criteria

My proposal is to invite the best lunatics you can get, give them around two million euros a year and ask them to develop ideas

The faculty should have four equal parts: a library, a teaching zone, a cage for lunatics, and an open-end empty zone for hyper-actualities



Speed Date 25 / John Thackara (Doors of Perception)

FACULTY FOR ENCOUNTERS

My motivation is to find out what questions in the world can

designers make an interesting contribution to

Education must be about conversations with people you've never met before

Close down the school and meet people



Speed Date 26 / Mels Crouwel (Bentham & Crouwel)

FACULTY FOR FLYING IN

Architecture is my hobby, my holiday, my everything. It's always there

A building must be better than the drawings and the words

Architecture is society

A new faculty of architecture should contain as much flexibility as possible, and some small amount of structure. It should be a simple flexible structure divided into five zones for five years

We should invite companies, developers, writers and many others into the faculty and open it up

A new faculty should be an open-space building

The staff should not be permanent; we should fly them in from everywhere all the time

We should cut the number of

students in half. Make the faculty smaller

I advised my son to take another career so that I could talk about something else for a change



Speed Date Interviewer / Jord den Hollander

Who the fuck is Rietveld if the acoustics suck





‘The question of architecture’s social purpose would become all the more relevant as students witnessed the Black Panthers trials in New Haven, protests against the Vietnam war, the closing of Yale’s city planning and building department, as well as the actual burning of Paul Rudolph’s Art and Architecture building in 1969.

Arguing that the modern movement had lost its revolutionary and social impetus, the editors called for architects to re-engage with the vox populi by discovering new ways to contribute to social goals through a reconceptualization of the term “environment.”



Go out there!

After the recent disaster at the Faculty of Architecture in Delft, we propose to show not the challenges, but the possibilities which this unavoidable new beginning could bring to architectural education. Let's not talk about form. Let's talk education. Let's talk faculty. The Faculty of Architecture in Delft has been self-referential. Autistic. Turned inwards. With the enormous complexity and changes going on in cities and urban areas, a faculty of architecture should not be turned inwards upon itself; rather, should be collaborative, proactive, and more extravert. Therefore, we propose a collaborative faculty, not just urbanism, not just architecture, not just real-estate, not just building technology with each department in its own tower preaching to its own devout followers.

Instead, real and practical proposals for this change were made in the workshop and lecture series Future Faculty on Sunday the 14th of September, as part of the Dutch contribution "Archiphoenix – Faculties for Architecture" to the 11th Architectural Exhibition La Biennale di Venezia. The event organized by five students from Delft University of Technology, Faculty of Architecture with the enthusiastic support of the Rector, the Dean, and their mentor. The intention was to start a discussion on what architectural education in the 21st century should be, and indeed what it means to be an architect for future generations.

Before the workshop, in order to stimulate and to develop ideas, the participants were given insights on architectural education by experts in the field: Michael Shamiyeh (DOM Research Laboratory), Wolf D. Prix (Coop Himmelb(l)au and Vice-Rector of die Angewandte Vienna) and Andrew Bullen (Media Guild, Amsterdam). The Dean of the Faculty of Architecture at TUDelft, Wytze Patijn, briefly outlined his vision for the faculty: openness, freedom, and dialogue. Patijn, along with Plassterk, the Dutch Minister of Education, Culture, and Science, announced the design competition for a new building to house the faculty of architecture a day earlier. Patijn emphasized the need for a "street" through the building where students and teachers could informally meet. Also, "openness" as a concept will be put

into physical form in the new temporary faculty whereby all the academic staff will have offices in large open spaces instead of separate offices.

Collaborative education

Architects are driven by a synthesis, Michael Shamiyeh stated in his lecture. Architects start out with a general assumption of an idea. As a consequence of this approach, architects have a facility to transfer knowledge, expertise, and methodology on how to solve problems even in other fields. For Shamiyeh, collaborations are a good means of exploration, but participants have to be aware of what they are bringing in, as well as what they are gaining. He proposed that schools rather than starting design studios, they should think about "how to solve problems" before entering the discourse with other disciplines. Clarifying the problem is the first step before any design can begin.

According to Andrew Bullen of the Media Guild Amsterdam, open collaborations imply several essential requirements. The most important aspect of this collaboration is the fact that it is not about the product or building itself, nor even the technology to implement it. Collaboration is always about people. In the end, the people are what will make or break any collaboration, and the people are of course what matters most. Between the participants, a certain level of trust is essential for a project to succeed; otherwise every project is destined to fail. This mutual trust is the basis of every cooperation of any kind.

Wolf Prix provocatively stated that it was in fact lucky for the students that their faculty had burnt down. A new faculty can adapt much easier to the rapidly changing role of the architect in the near future. In his lecture, he stated that it is important for new students to work with experienced architects, but also "a new school is a flexible school". Open systems, mutability and flexibility should be encouraged. Prix showed designs for the new School of Applied arts in Vienna, die Angewandte, and strongly suggested that the commission for the new faculty building in Delft should be given to a faculty member. Most importantly for Prix, "an architect who does not think that his building will change the world, remains just a builder".

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ENVIRONMENT, AND THE
GENERAL USER.'**

TEXT AND COVER OF MEGASCOPE NO. 1, 1963.



Faculty of Architecture in Delft, day after the fire of 13th of May 2008.

B0_6

Flexible curriculum

This year the theme of the Biennale is Architecture beyond Building, and specifically in the Dutch Pavilion, the theme is “Archiphoenix - Faculties for Architecture”. Many professionals stated the important public role that architects and architecture play. However, because of the rapidity with which society changes and technological advances are made, the new faculty of architecture in Delft should have a flexible curriculum that can modify according to a natural process. Parts of the curriculum that are functioning poorly should be identified and altered much sooner. This way the curricula becomes part of a natural process, whereby the quality will be maintained. We acknowledge the importance of every student having a firm architectural training as a foundation, but we emphasize that the faculty should have an adaptable and open-ended curriculum that can address changes in society, promptly respond to social needs, and explore the boundaries of our profession.

In the debate Ole Bouman, Director Netherlands Architecture Institute and moderator of the debate, remarked that there was a quest for knowledge and asked the question: “What would the package be, which we need to be an architect?”

Pliny Fisk III of Sustainable Systems, made clear in the debate that the problematic mechanisms where interdisciplinary takes place are the most interesting parts of the school. The example Fisk gave was where you eat. All the things that you do informally in your school are the places where you discover the sociology of interdisciplinary. The frisson between sanctioned borders, or the informal collaborations over a shared meal or coffee are often the most trust-building and successful.

Amazingly, Raoul Bunschoten (CHORA) joined the discussion and made some strong remarks. He said that whole planning profession is lost and that they have no idea how to control the forces that influence the making of cities. He stated that architecture students right now need to take the lead in city planning, because they have more clues on what these forces and the relationship between them are. Students are the authorities and schools should push the edges as far as they can to

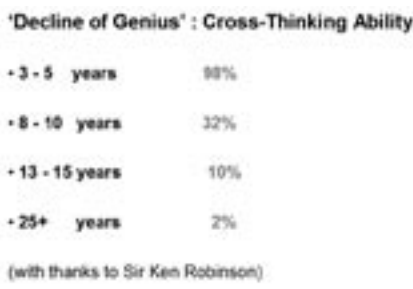
explore the potentials of relations in real city building. Decisions on these forces are made collectively and his advice is: “You are the authority, go for it!”

Students responded with workshop results that explored the exciting possibilities of a future faculty of architecture. The students unanimously would like to see an interdisciplinary educational system in order to combat the insular nature of the architectural discipline. Ole Bouman stated: “architects should talk to each other”; whereby a student responded: “that is precisely the problem! We only talk to each other!”

Supportive Faculty

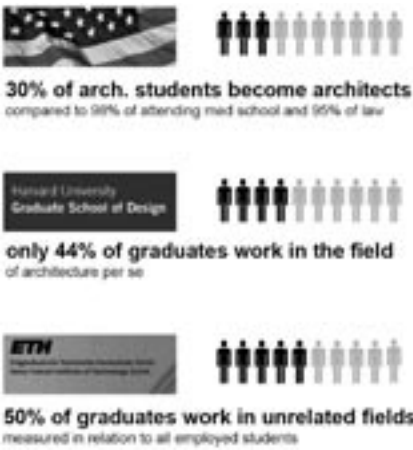
Forget the search for a system for possible collaborations in architectural education. Students need to change their attitude towards the architectural profession and need to play a proactive role in the development of their own curriculum. Interdisciplinary and collaboration will be a natural result of this change. To generate a real change in the architectural education, all relevant academic research and design should be supported and promoted by the university. Not only students, but all academics will benefit the chance to use their research and design for the enrichment of their profession. What we propose is that faculties of architecture should collaborate with professionals and institutions who can participate in a collaboration in order to enrich architectural education, academic research and socially responsive design. This week, many persons - architects, critics, academics, and associated professionals - have talked about their opinion of future faculties, and thus future students of architecture. Now it is our turn. Now it is time for the students of architecture to speak. We study architecture in the now, and not in the future. As a consequence, we will bring forward into the public debate all relevant ideas shouted and indeed, whispered about our faculty and our future. We invite all students, academics, and architects to participate in the discussion. Architecture beyond Building is not a theme of a biennale for us, rather our future faculty.

B0_6A



From the lecture by Andrew Bullen, showing the rapidly declining ability of humans to understand interrelated connections as they age.

B0_6B



Michael Shamiyeh showed that already a lot of architecture students do not enter the architectural practice as an architect. According to Shamiyeh the profession of the architect as it is defined today as an old-fashioned one. (from the lecture by Michael Shamiyeh at the Dutch Pavilion)

B0_6C



Impression of one of the workspaces at the Dutch Pavilion. Photograph: Micha Meijer

B0_6D



The architect as a tree. Result of the Russian team at the workshop Future Faculty. Photograph: Jean-Paul Willemse

B0_6E

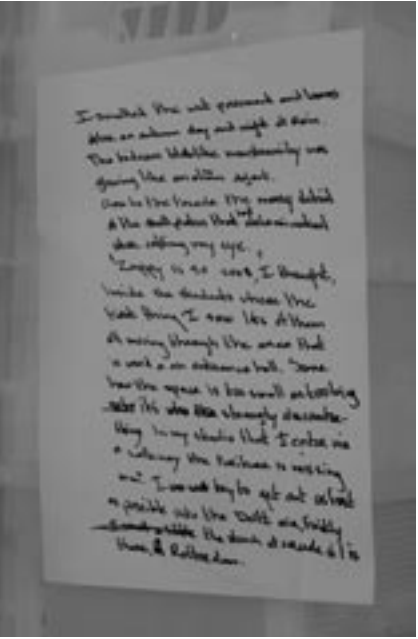


The architecture faculty as a beehive. Photograph: Micha Meijer

B0_6F



B0_6G



B0_6H



Sketch by Wolf Prix shows a hand that symbolizes the educational structure at the Angewandte. (from the lecture by Wolf D. Prix at the Dutch Pavilion)

Future Faculty team: Elbert Arens, Friso Gouwetor, Jorrit Verduin, Arend van Waart
Jean-Paul Willemse, Mentor: ir.dr. Leslie Kavanaugh

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Faculties for Architecture

Faculty for urban animation
Faculty for unsolicited proposals
Faculty for un-building
Faculty for moderate futurism
Faculty for spatial disobedience
Faculty for radical ecology
Faculty for lived space
Faculty for immaterial strategies
Faculty for spatial logic
Faculty for environmental care
Faculty for mediation
Faculty for empowerment
Faculty for unsolicited use
Faculty for successful failure
Faculty for adaptivity
Faculty for gentrification
Faculty for shared authoring
Faculty for open source
Faculty for process
Faculty for taking positions
Faculty for telling stories
Faculty for performative qualities
Faculty for installing alternative worlds
Faculty for un-learning
Faculty for destabilisation
Faculty for missing studies
Faculty for nomadism
Faculty for redesign
Faculty for designing relations
Faculty for disclosing power structures
Faculty for event design
Faculty for imagination
Faculty for fear management
Faculty for migrating form
Faculty for placeness
Faculty for collaboration
Faculty for power analysis
Faculty for architectural broadcasting
Faculty for doing nothing
Faculty for publicness
Faculty for assembling
Faculty for collegial learning
Faculty for connectivity
Faculty for unstable structures
Faculty for hospitality
Faculty for foreign countries
Faculty for building trust
Faculty for cooperative constructions
Faculty for unitary urbanisations
Faculty for relational reconstructions

Faculty for socially sustainable economies
Faculty for housing as politics
Faculty for cohabitation strategies
Faculty for production of spatial conflict
Faculty for participatory design process
Faculty for ...

Archiphoenix project credits

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Commissioned by
Ole Bouman

Curators
Saskia van Stein and STEALTH.unlimited (Ana Dzokic / Marc Neelen)

Editorial group
Lilet Breddels / Christian Ernten / Jeanne van Heeswijk / Dennis Kaspori / Peter Lang / Billy Nolan / Arjen Oosterman / Miguel Robles-Duran / Piet Vollaard

Spatial Design
STEALTH.ultd (Ana Dzokic / Marc Neelen) / Saskia van Stein

Publication concept, design and editing colour pages:
Coralie Vogelaar

Camera - Audio - Edit
Gonny Jungst / Louk van Kalmthout/ David Lingerak / Vincent Vriens

Production Coordinator
Suzanne Kole

Production Assistant
Erik Jutten, Lieke Sauren

Organisers Future Faculty
Elbert Arens / Friso Gouwetor / Jorrit Verduin / Arend van Waart / Jean-Paul Willemse (TU Delft)

Communication Coordinator
Marlies Dijkstra

Coordinator International Activities
Fanny Smelik

Website
Pepijn Lemmens

Construction team
Xylos

Cook
Arjen de Leeuw

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Editors: Ana Dzokic, Marc Neelen, Saskia van Stein

Contributors in order of appearance: Ole Bouman / Ana Dzokic / Marc Neelen / Saskia van Stein / Arjen de Leeuw / Billy Nolan / Jord den Hollander / Andre Dekker / Piet Vollaard / Jeroen van Schooten / Gian Piero Frassinelli / Robert Winkel / Elma van Boxtel / Kristian Koreman / Ivan Kucina / Aleksander Ostan / Håkon Matre Aasarød / Erlend Blakstad Haffner / Malkit Shoshan / Lidewij Edelkoort / Matthijs Bouw / Allard Jolles / Lauren Gutierrez / Valérie Portefaix / Ton Venhoeven / Reny Ramaekers / Shumon Basar / Cecilia Andersson / Srdjan Jovanovic Weiss / Peter Mörtenböck / Helge Mooshammer / Mark Wigley / Tor Lindstrand / Mårten Spångberg / Winy Maas / John Thackara / Mels Crouwel / Elbert Arens / Friso Gouwetor / Jorrit Verduin / Arend van Waart / Jean-Paul Willemse /

Publication concept, design and editing colour pages:
Coralie Vogelaar

On site photos: Coralie Vogelaar / Ana Dzokic / Eric Holm / Dubravka Sekulic / Marc Neelen / Saskia van Stein / Jean-Paul Willemse / Micha Meijer

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