

Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences



Graduation Plan: All tracks

Submit your Graduation Plan to the Board of Examiners (Examencommissie-BK@tudelft.nl), Mentors and Delegate of the Board of Examiners one week before P2 at the latest.

Personal information	
Name	Lou de Almeida Schulenburg
Student number	4974964

Studio	
Name / Theme	Architectural Design Crossovers – Heterogeneous City
Main mentor	J. Van Lierop
Second mentor	F. Eckardt
Third mentor	J.A. Kuijper
Argumentation of choice of the studio	<p>I really appreciated the fact that we did not have a designated project location and that we would find our own locations through research which is a completely different approach from the Msc1 and Msc2 studios I have followed.</p> <p>The multidisciplinary aspect of ADC is also something that made me choose the studio. Not only the urban aspect plays an important role in the project, but several other layers were considered and investigated. Especially in a complex city as London it is important to consider other aspects as social impact for example, which is something that does not play a big role in other academic projects most of the times.</p> <p>Another point was that we will be looking for future-proof designs. So, instead of focusing on what the city, neighborhood needs right now, we will be going through possible future scenarios, which proved to be a truly important thing to do, especially considering the moment we are living in right now.</p>

Graduation project	
Title of the graduation project	Title: Inequality of access to culture for children and young people in London Subtitle: Culture as a regeneration power bringing the London community together
Goal	
Location	Streatham District, Borough of Lambeth, London
The posed problem	The concentration of cultural places in the central-north area of London while other boroughs further from the center and Inner London experience voids and absence of a cultural infrastructure is a concern

	<p>regarding accessibility to culture. This uneven distribution makes the cultural inequality tangible and culture can still be considered a luxury that not everyone has access to in London.</p> <p>This affects primarily children and young adults which is a problem since involvement with arts and culture is crucial to the imagination, self-expression and creativity in young people. It is also through this involvement that they develop important skills. Studies also show that these groups feel disempowered and internalize a sense of marginalization as a result when growing up not participating in cultural group activities.</p>
<p>Research questions</p>	<ol style="list-style-type: none"> I. Why is there a disproportioned cultural engagement between low income and high income residents of London? <ol style="list-style-type: none"> i. How this affects children and young people in London? II. Can cultural infrastructure act as a catalyzer towards improving cultural equality? III. What combination of functions, uses and programs of a building would enhance access to culture and social cohesion? <ol style="list-style-type: none"> i. How to increase cultural participation of children and young adults?
<p>Design assignment in which these result</p>	<p>As a result of the research that was conducted through the first semester the design assignment will be a Cultural Center with the focus on making culture activities more accessible to children and young people in the central-south area of London.</p> <p>A Cultural Center will also be a good way to bring cultural activities closer and make it part of children’s daily activities empowering them and increasing community engagement.</p>

Process

Method description

- Data mining and data analysis
- Cartographic mapping
- Literature review
- Typo-morphological analysis
- Fieldwork – heuristic techniques
 - Photography/Videography
 - Drawings
 - Notes/observations
 - Interviews

Historical and literature review combined with data mining were the starting point. With the initial data analysis it could be observed an asymmetry in the distribution of the

cultural infrastructure of London. While investigating this asymmetry, quantitative research through data mining was carried in order to understand better this asymmetry in numbers. In possession of the data of the cultural infrastructure, the numbers were converted into positions in maps and the clusters and voids became evident.

In order to understand the cultural inequality in London it was necessary to investigate the causes of this phenomenon and which were the best ways to answer the research questions. So, besides more literature review, data analysis and cartographic mapping context-led research was also relevant for the understanding of each place's values, the existing qualities and what would be an adequate response.

In parallel to the context-led research a typo-morphological research is being conducted not to only understand the London cultural infrastructure itself, but the type of buildings these cultural institutions function in, see if there are common features among them and so on. Maybe material culture research could also be interesting, because there could be a connection to the functions and typology of these buildings. Case studies will also assist the investigation on cultural buildings with mix use, help to identify which functions, uses and programs would possibly enhance access to culture from an early age.

During the excursion and visit to London, fieldwork was carried out, using a combination of diverse heuristics techniques as cartographic mapping, photography, videography and drawings. The qualitative analyzes alongside all the mappings with the different layers helped me in identifying suitable places which can support new developments and opportunities for enhancement.

Literature and general practical preference

PRIMARY SOURCES

Bennett, Tony. Savage, Mike. Silva, Elizabeth. Warde, Alan. Gayo-Cal, Modesto and Wright, David. *Culture, Class, Distinction*. Cresc. London: Routledge, 2008.

This book uses as base a similar research approach as Pierre Bourdieu conducted in France in 1984, but applied to Britain. It explores the cultural dimensions across a range of fields in order to understand social inclusion/exclusion in the British context. It analyzes the social aspects that culture has as well as the relation between location and cultural practice in contemporary Britain.

Deleuze, Gilles, and Guattari, Félix. *A Thousand Plateaus*. Minneapolis: University of Minnesota Press, 1987.

From this book, the Assemblage theory is used. Deleuze and Guattari describe in the book "*how in all things strata, segments, and territories manifest themselves as lines,*

but there are also lines of deterritorialization and destratification” (p. 3). The Assemblage theory is being used to understand and explain how these lines deterritorialization and destratification play a role in defining the territories. In the case of this research, the territory of cultural institutions, the territories of affluence and the territories of deprivation.

Latour, Bruno. *Reassembling the Social*. Oxford University Press, 2005.

The Actor-Network Theory (ANT) is helping me to think about other relationships and see other interconnections between social and non-social aspects.

ANT tries to define and describe the relational ties between human and non-human actants within a network or assemblage and in order to favour neither social nor technological determinism they both have the same importance and the same capacity to influence or make changes. Assemblage can be defined as network, the sum of the individual components or actants of something (it can be anything at all), while actants can be understood as a point within a network, a node. In the ANT all actants have the same importance, being them human or non-human.

SUPPORTING SOURCES

Bourdieu, Pierre. *Distinction*. London: Routledge, 1984.

As one of my primary sources (*Culture, Class, Distinction*) is based on Boudieu's theories and specifically on the studies he carried for this book it was important to consider it as a supporting source for understand the original theories, terminologies and his own interpretation on the subject of cultural inequality.

Ungers, Oswald Mathias, Rem Koolhaas, Peter Riemann, Hans Kollhoff, and Artur Ovaska. *Cities Within the City: Proposals By the Sommer Akademie for Berlin*. Lotus International (1978) 19 82–97.

The theories discussed in *Cities Within the City* are relevant for what I observed in London regarding the autonomy and independency of some boroughs regarding access to cultural facilities. The theories address the importance of high dense neighborhoods to have at their disposal all sort of functions that are important for people to keep a good life standard.

Sennett, Richard. *The Craftsman*. New Haven: Yale University Press. 2008.

Richard Sennett is a Sociology professor known for his studies of social ties in cities and the effects of urban living on individuals in the modern world. In the *Craftsman* book, Sennett explores the material ways of making culture. The book will offer another perspective to the graduation project research, helping to understand the importance of craftsmanship from a different point of view, beyond the realm of the importance of

skilled manual labor. It will offer a deeper understanding from a more sociological angle.

Pietsch, Susanne. Schreurs, Eireen. Mandias, Sereh. and Broekhuizen, Dolf. *The New Craft School*. Amsterdam, Nederland: Japsam Books. 2018.

This book is a study into the architecture, typology and culture of the vocational school. It analyzes the context of the craft schools today and in the past and how its role changed throughout the years. The investigated projects are situated mainly in The Netherlands, but its repertoire also includes some examples from northern Europe. This book gives insights about the craft culture, its environment, typology and also its relation with the neighborhood and the city.

Manning, Jane. Rifkin, Antony. Elsea, Daniel. Eid, Lionel and Garofalakis, George. *Complex City: London's Changing Character*. London. RIBA Publishing. 2020

The book explores the different layers and aspects which compose London. It offers a really interesting and deep analysis of the city, its evolution throughout the years and the aspects that were important to transform and shape the city character.

Ackroyd, Peter and Wright, Thomas. *London: The Concise Biography*. Vintage Publishing. 2012.

This book gives a deeper knowledge on the history of London. Peter Ackroyd published in 2001 "London: The Biography" and on 2012 made a concise version of the book with Thomas Wright. He is a prize-winning historian and has made a rich in detail biography of the city of London and tells it in as engaging way.

SURVEYS AND GOVERNMENT DOCUMENTS:

A New Direction & Arts Council England. *Cultural Capital Quantitative Survey - Final Report*. London: Public Perspectives, November 2014.

Greater London Authority. *Cultural Infrastructure Plan - A Call To Action*. London: Greater London Authority, 2019.

Lambeth Made. *A Children and young people's plan for Lambeth 18-22*. London: Lambeth Made, 2018.

PRECEDENTS

SESC Pompéia, São Paulo, Lina Bo Bardi (1982)

Centro Cultural São Paulo, Eurico Prado Lopes (1982)

Barbican Centre, Chamberlin, Powell, Bon (1982)

Reflection

1. What is the relation between your graduation (project) topic, the studio topic (if applicable), your master track (A,U,BT,LA,MBE), and your master programme (MSc AUBS)?

The ADC graduation studio and its multidisciplinary approach opened up a great number of project topic possibilities. The theme of 'Heterogeneous City' and the possibility to investigate more social aspects of the city of London contributed to broaden up my perspective on the relevance of architecture and its importance to help change and improve social issues.

Initially it was hard to see the relation between the topic of inequality in the access to culture in London and architecture. However, after learning more, understanding the issue, its developments and how it affects society through the conducted research the relationship became more clear. Architecture has an unique way to contribute to society and social dilemmas and studying more about precedents and projects of Cultural Centres it started to become clearer how we can contribute to a more equal world. A great and inspiring project is the SESC Pompeia in Sao Paulo for example. It is more than a Cultural, Leisure and Sport Centre. It is part of the community of that region, it is more than an extension of their homes. It is part of who they are and makes them feel part of something bigger in the world.

2. What is the relevance of your graduation work in the larger social, professional and scientific framework.

My interest for the graduation project is to develop and design a building that could help in the city integration, community engagement and social cohesion. A Cultural Centre will affect directly the borough region in which I am working on a cultural, educational, social and economic level. Offering people a great and inspiring place to engage with cultural activities, art workshops, study, work, visit, meet and engage with their community.

The research I am doing now for the graduation project will help me (and hopefully others as well) around social and architectural studies that look for ways to support and help communities to thrive through an accessible cultural education for all making use of architecture and a coherent program. I have learned and I am learning a lot about conducting an academic research, using different methods that complement each other which are supporting my design decisions.

It has been really nice to learn about culture, the cultural infrastructure in London, the education system and how privileged and unprivileged people have different opportunities also regarding access to culture. All the knowledge I am gaining will help me further on the conclusion of my graduation project but also on my next professional

projects. Expanding my knowledge on these subjects has been eye opening regarding so many topics and layers that were before hidden. I am looking forward on developing the design project and integrating the so many ideas that have been popping on my head regarding the program, building technology and sustainability.