

Reflection Paper

Heritage & Architecture - Zutphen

Malon Houben

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 - Elaborating the design;
 - Potential applications of the results in practice.

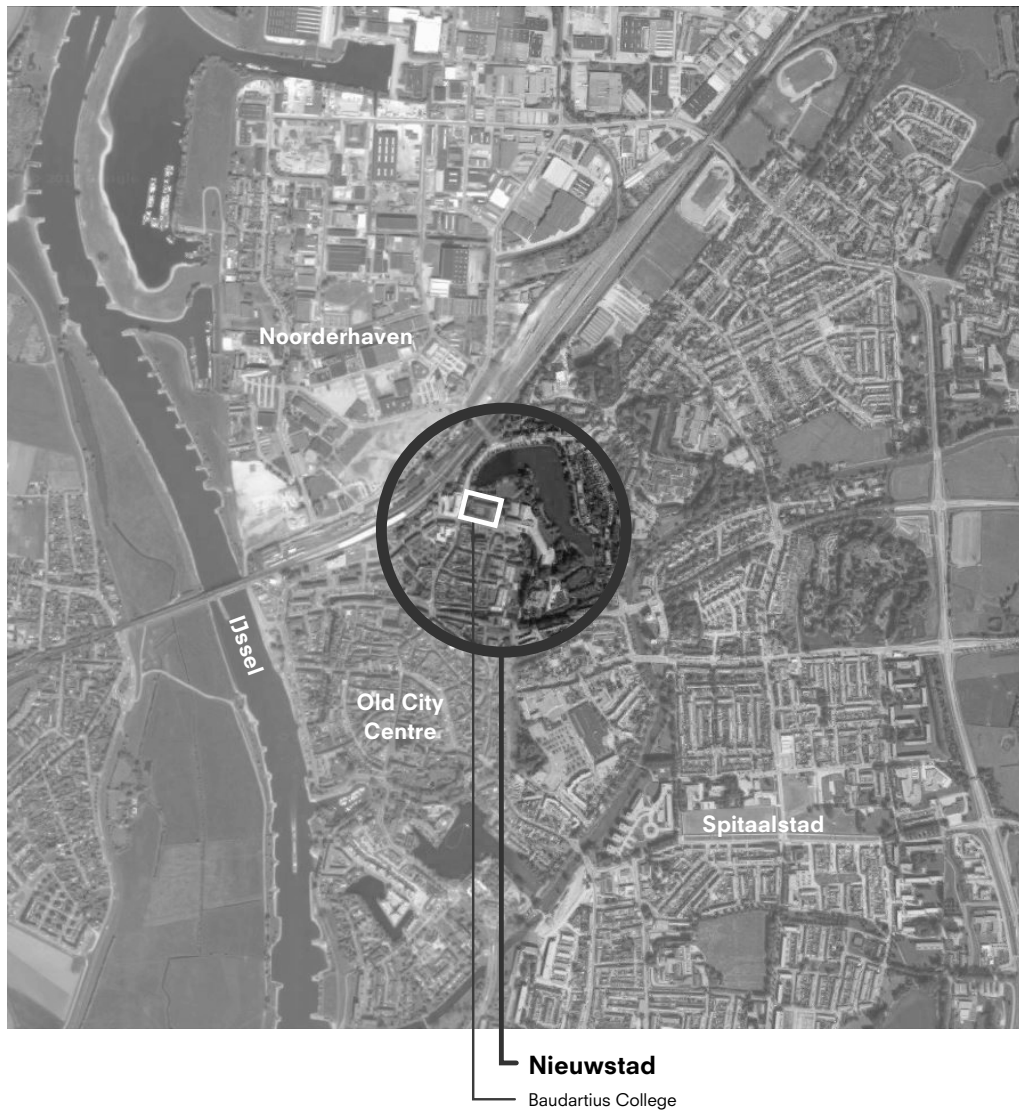


Figure 1 Areal view (screenshot Google Maps; own editing)

1. Introduction

This reflection paper is part of the graduation studio “Zutphen, sustainable city” of the chair Heritage & Architecture at the TU Delft. The graduation project is in collaboration with the municipality of Zutphen and kaDER Gelderland. Zutphen is a city located in the province Gelderland along the river IJssel, Nieuwstad is an area within this city. The area is located at the north of the old city centre and contains a long history. When visiting the city the high school Baudartius College got my attention by the detailing in the facade. Besides this the surrounding contains old remains of history, a large park and water. For this reason I chose to focus for my graduation project on Baudartius College. In this reflection paper I reflect on the graduation process, social relevance of my project and the way research is done during this year.

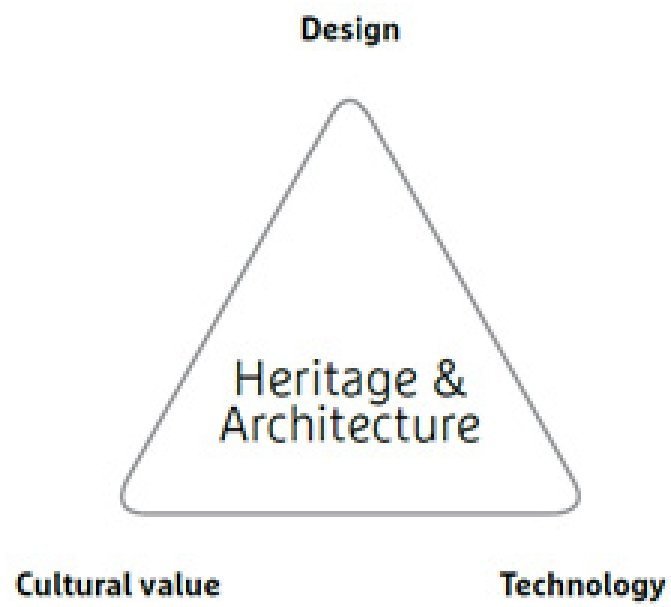


Figure 2 Heritage triangle

2. The relationship between research and design.

Before an architect starts designing he will always start analyzing first: architectural research into a specific urban environment or research into a specific building that he is going to transform. These studies result in a set of values, which are useful for the design. These values can be set up in different ways, there is no right or wrong method of doing research.

One way to understand the built environment and come up with a set of values is by using frameworks for the analysis. In the twentieth century, the French philosopher Michel Foucault developed the term epistemes, frames of value and thought in the architectural culture. There are several epistemes to understand the built environment like: typology, phenomenology, semiotics and praxeology etc.

In the chair Heritage & Architecture research is done in a different way. The chair has to deal with treasures from the past. Heritage asks for respectful adjustments that maintain the traces of the past, but heritage also asks for development to meet the new requirements of modern times. The guideline for the research is the Heritage triangle in which the Design, Cultural Value and Technology are central elements (Figure 2 Heritage triangle). By using this triangle, architects are able to retrieve values for their design and develop a balanced and well-considered intervention that can contribute to a sustainable city

3. The relationship between your graduation project, the studio topic, and the master track architecture.

KaDER Gelderland (Karakteristiek Duurzaam Erfgoed Gelderland) is about the preservation, use, finance and sustainability of heritage. In the studio we are interested in the city Zutphen and its heritage. One of these buildings is Baudartius College, a high school from the reconstruction period.

During WWII many buildings were damaged and destroyed. During the reconstruction period large buildings were built at these places, building without a connection to the city. Baudartius College is a school built in several steps; first a L-shape floor plan in 1950, in 1955 a floor plan with a courtyard in the middle. A communal place, with its own atmosphere and characteristics. In the sixties it was necessary to expand the school further. Only the inner courtyard of the building had open space left. Step by step the courtyard was completely filled in, which resulted in the loss of communal space. The posed problem: the environment and the building lost its atmosphere and characteristics due the reconstruction after WWII and expansion of the school. For that reason the research question is:

How can an in-between space be transformed (strategy) into creating a resilient site (small scale) which contributes to the city (big scale)?

	age	historical	intentional commemorative	use	aesthetic	social
surrounding						
site						
shape						
skin						
structure						
space plan						
surfaces						
services						
spirit of the place						

Figure 3 Cultural Value Matrix Baudartius College

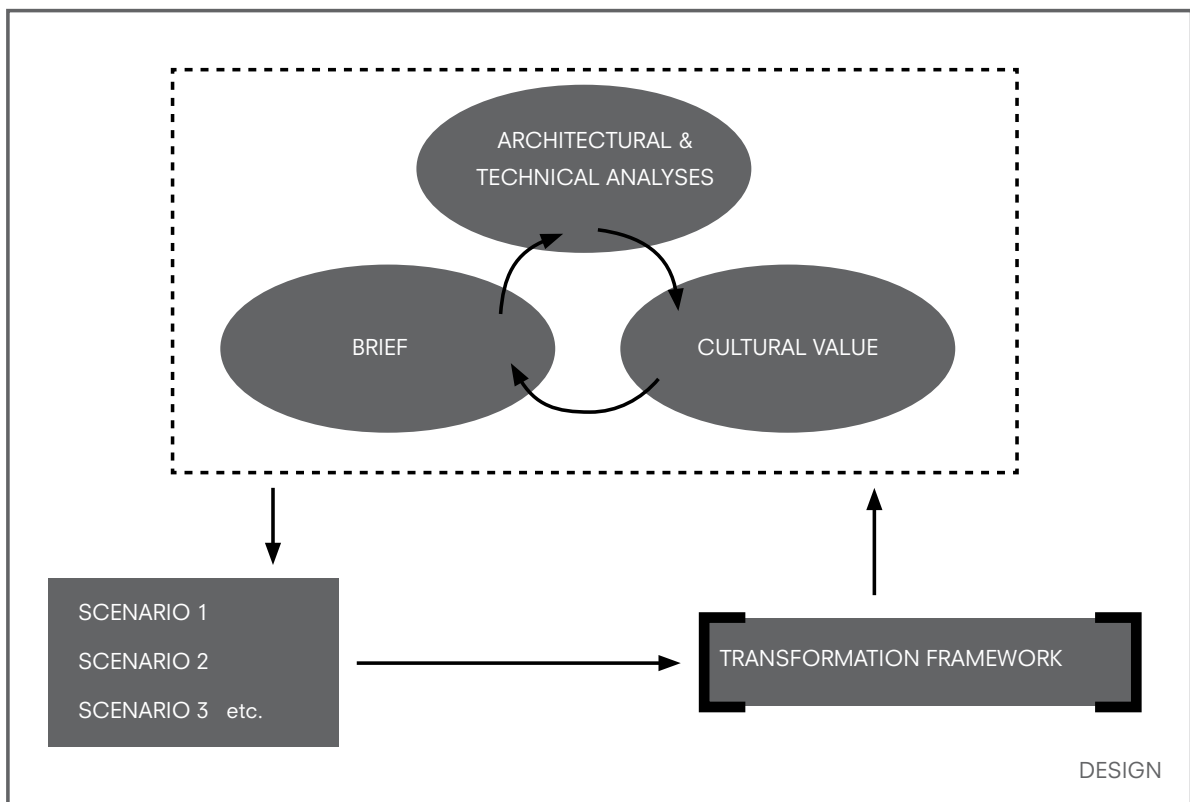


Figure 4 Research method Heritage & Architecture

4. Elaboration on research method and approach chosen by the student in relation to the graduation studio methodical line of inquiry, reflecting thereby upon the scientific relevance of the work.

The research started with a visit to Zutphen, one week talking, looking and researching the city with the area Nieuwstad. The data that was gathered during that week formed a starting point for all the analysis done at TU Delft.

The guideline for these analysis is the Heritage triangle with the central elements: Design, Cultural Value and Technology. Cultural Value consists of a matrix since a couple of years. The Cultural Value matrix helps to map, analyze and evaluate all the different values.

The vertical axis of the matrix is based on the six layers of Steward Brand (1994): site, structure, skin, services, space plan and stuff. Brand shows the different layers of a building, these layers are arranged in a diagram. By dividing the building into different layers, several values can be determined. Besides the six layers of Brand, extra layers are added: surrounding, surfaces and spirit of the place. By adding these extra topics, the building is shown even more profoundly. The building gets meaning in its environment and the building in relation to its users.

The horizontal axis refers to the set of values mentioned by Alois Riegl. Riegl formulated a system of essential heritage values. The matrix contains the following values: age, historical, intentional commutative, non-intended commutative, use, newness, art and rarity value (figure 3 Cultural Value matrix Baudartius College).

In the Cultural Value matrix, a color system is used in addition to the layers of Brand and the values of Riegl. This color system helps to deepen the analyses and communicate the interpretation of the different values: red for the high values, yellow for medium values and green for low values.

By using this collection of information I was able to set up a transformation framework. This framework helps to find the right arguments for the design scenarios. This is a process that continuously changes between the different aspects: analyzes, framework and scenarios (figure 4 research method Heritage & Architecture).

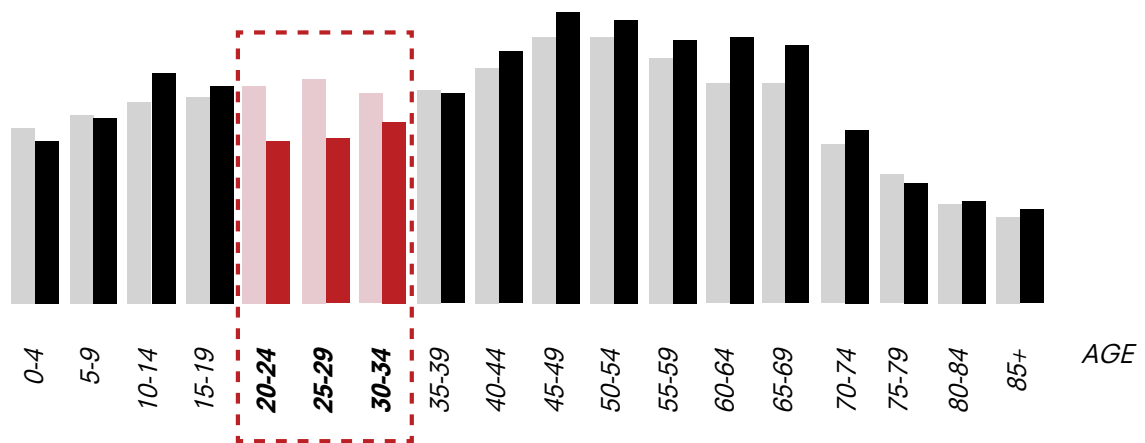


Figure 5 Population of Zutphen & The Netherlands
(C.B.S/ Zutphen municipality; own editing)

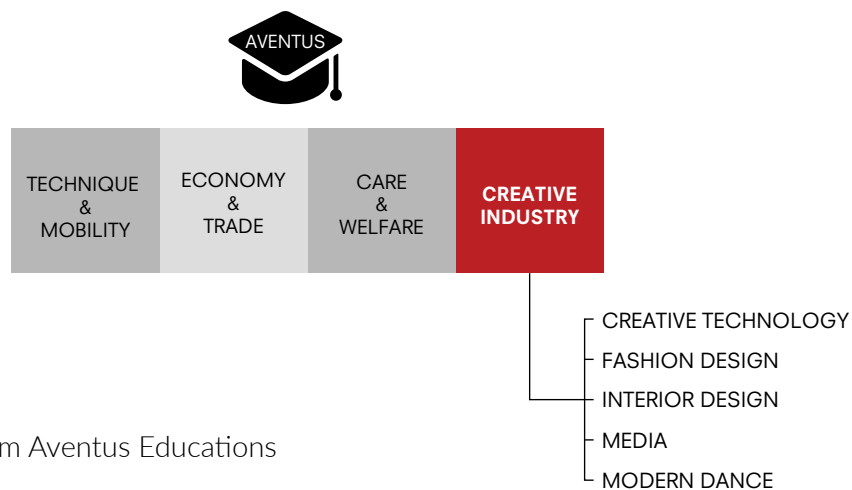


Figure 6 Diagram Aventus Educations

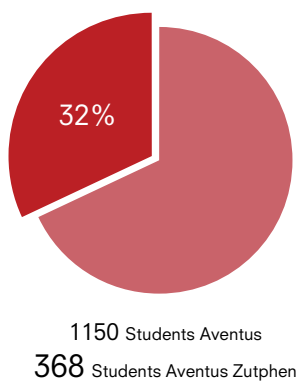


Figure 6 Diagram amount of Students

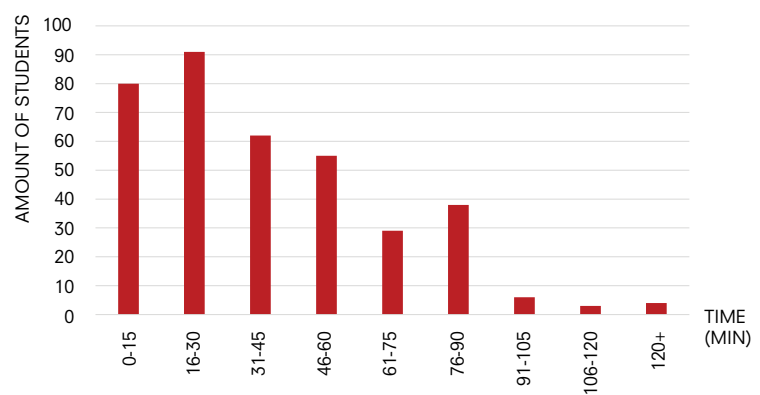


Figure 7 Diagram travel time Students

5. Elaboration on the relationship between the graduation project and the wider social, professional and scientific framework.

6. The ethical issues and dilemmas I have encountered in:

- Doing the research;
- Elaborating the design;
- Potential applications of the results in practice.