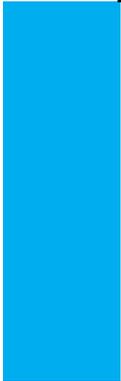


Graduation Plan

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.

The graduation plan consists of at least the following data/segments:

Personal information	
Name	Ela Mayda Sari
Student number	4361113

Studio		
Name / Theme	Explore Lab, Studio 32	
Main mentor	Ir. Roel van de Pas	Architecture
Second mentor	Ir. Hubert van der Meel	Building Technology
Third mentor	Dr. Aleksandar Staničić	Research
Argumentation of choice of the studio	<p>I am incredibly fascinated by heritage – these buildings often have a rich history full of stories and memories, an unique 'spirit' that has developed over time. Strangely enough, during the valuation process of heritage, little attention is often paid to these intangible aspects (such as memories or the social significance). This made me realize that I would like to focus more on the social aspects and challenges within architecture; I don't want to design <i>for</i>, but <i>with</i> people. Therefore, I eventually decided to study Communication Design for Innovation (CDI) alongside my master Architecture.</p> <p>The Explore Lab studio offers me the perfect opportunity to graduate by means of an integrated master project (MSc Architecture & MSc CDI). Within this studio, there is a lot of creative freedom to explore my fascination and interest(s) extensively; this 'explorative' and creative way of working fits well with the interdisciplinary character of my research and design project.</p>	

Graduation project	
Title of the graduation project	The stories behind the stones: <i>How the intangible aspects of architectural heritage can serve as a guiding theme within the design process</i>
Goal	
Location:	The Plague house in Leiden, the Netherlands

<p>The posed problem,</p>	<p>Recently, the socio-cultural or 'intangible' aspects have become more visible in Dutch heritage care; the focus is no longer just on the object itself, but 'on the story the object tells or what experience it generates'.¹ However, although this calls for a more 'integral, broad and participative form of valuation'², existing valuation guidelines generally 'do not speak to the non-tangible aspects, such as spatial qualities, spirit of place or other (socio-)cultural associations'.³ Unfortunately, in some cases this can even lead to large differences in value; 'buildings that mean nothing to the experts can be regarded locally as essential monuments'.⁴ Although several initiatives have been launched to involve residents and communities in the heritage valuation process, little is currently known about the possibilities to <i>systematically include</i> the socio-cultural or 'intangible' aspects in both the heritage valuation and design processes.</p>
<p>research questions and</p>	<p>According to literature, there may be potential in methods such as 'collaborative or counter-mapping'⁵ to get a better grip on the socio-cultural or 'intangible' values of heritage. Therefore, my project addresses the following research question:</p> <p><i>How can 'collaborative or counter-mapping' contribute to a more systematic and participatory approach to make the 'intangible' aspects of architectural heritage (such as collective memories and social meaning) 'tangible', in order to serve as a guiding theme within the design process?</i></p> <p>I would love to delve more deeply into this subject; what do these 'intangible' aspects or values actually mean? To what extent are these aspects currently taken into account, and why? How can these aspects, such as (collective) memories, (shared) experiences/values or people's sense of identity be made explicit by 'collaborative or counter-mapping'? And more importantly: how can these intangible aspects subsequently lead to a 'narrative' or 'guiding theme' for a redesign?</p>

¹ Bazelmans, 2013a, p. 89

² Bazelmans, 2013a, p. 92

³ Clarke, Kuipers & Stroux, 2020, p. 871

⁴ Meurs, 2016, p. 43

⁵ Jones, 2017, p. 28

	<p>Thereby, my investigation aims to generate an innovative and strategic mapping-based toolbox or methodology that will function as a new addition to the existing heritage valuation guidelines. The Plague house in Leiden will serve as a canvas for my research.</p>
<p>design assignment in which these result.</p>	<p>The aim of my graduation design assignment is to create a redesign of the 17th century Plague house in Leiden, the Netherlands.</p> <p>The discovered spatial understanding and 'narrative' of the Plague house will function as the guiding theme for the design phase. In this way, the output of the research is used as input for the design process.</p>
<p>I personally aim for a more <i>inclusive and people-centred</i> way of dealing with heritage, and would therefore like to explore how I can strategically use certain elements of the so-called 'counter-mapping' methodology to give the socio-cultural or 'intangible' aspects of heritage a more prominent place in both the evaluation and the design process.</p>	
<p>Process</p>	
<p>Method description</p>	
<p><i>To answer my research question(s), I will use qualitative, experimental and historical research approaches. Episteme: phenomenology.</i></p>	
<p><i>I Literature framework</i></p>	
<p>I intend to first form a literature background that will serve as the basis for my research. For example, I will delve into literature on the socio-cultural or 'intangible' aspects, the current state of affairs regarding heritage evaluation processes, the social stream in (Dutch) heritage care and the various 'Dutch expert visions' regarding the desired situation. In addition, I also want to do literature research into the various possibilities of 'collaborative or counter-mapping' and oral history and poetry as a mode of architectural investigation. I will also conduct literature research from my CDI master into various collaboration processes and/or theories that may be important in this respect.</p>	
<p><i>II Counter-mapping the Present (Living Memory: social meaning now)</i></p>	
<p>Based on the literature background and knowledge from my CDI master, I will investigate how I can arrive at a systematic, innovative and 'mapping'-based method to discover <i>the living memory</i> of architectural heritage (the social meaning in the present). For this part of the research, the Plague house in Leiden will be used as a case study. What does this building currently mean to the citizens of Leiden, former users and/or local residents? The new 'mapping'-based method will be tested to 'extract' their intangible aspects and will result in a counter-mapping of the current social meaning.</p>	

III Counter-mapping the Past (Lived Memory: social meaning past)

In order to get a grip on the 'intangible' aspects of the case study, I want to focus not only on the social meaning of the *present*, but also of the *past*. Therefore, I also want to investigate how I can 'extract' the intangible aspects of *the lived memory* (the social meaning in the past) by means of 'counter-mapping'. For this part of the research I also want to use the Plague House in Leiden as a case study. What did this building mean *in the past* for the inhabitants of Leiden and its former users? I do not want to do this together 'with' people, but on the basis of the information they left behind.

IV Results counter-mapping: the first 'tangible translation' of the case study

Both investigations result in a joint counter-mapping of the social significance of the Plague House in both the *present* and the *past*. This can be seen as the first 'tangible' translation of the case study.

V Linking intangible aspects to physical elements

Next, I will investigate how I can link the results from the counter-mapping to the *physical elements* of the building with the help of knowledge from the CDI master. In this way I not only hope to form a spatial understanding and narrative of the Plague House (the guiding theme for my design phase), but I also hope that I can develop a more generalized method or step-by-step approach based on this information. In this way, this method can also be used in other architectural heritage projects of great socio-cultural value.

Relation between research and design

As mentioned before, the discovered spatial understanding and narrative of the Plague house will function as the guiding theme for the design phase. In this way, the *output of the research* is used as *input for the design process*. In fact, my final redesign of the Plague House (based on the guiding theme) can be seen as the implementation or 'outcome' of my own method. I will critically reflect on this 'outcome' for both masters.

Literature and general practical preference

As already mentioned in 'process: method description', I will delve into literature on:

- *The socio-cultural or 'intangible' aspects*
- *The current state of affairs regarding heritage evaluation processes*
- *The social stream in (Dutch) heritage care and the various 'Dutch expert visions' regarding the desired situation*
- *The various possibilities of 'collaborative or counter-mapping'*
- *Oral history and poetry as a mode of architectural investigation*
- *Various collaboration processes and/or theories from my CDI master that may be important in this respect*

An overview of the initial literature is shown on the next page.

Bazelmans, J. (2013a). Naar integratie en maatschappelijke verbreding in de waardestelling van erfgoed. *Boekman 96-Erfgoed: van wie, voor wie*, 89-96.

Bazelmans, J. (2013b). Waarde in meervoud: Naar een nieuwe vormgeving van de waardering van erfgoed. In: Van Dommelen, S., & Pen, C. J. (2013), *Cultureel erfgoed op waarde geschat* (p. 13-23). Platform31.

Clarke, N., Kuipers, M., & Stroux, S. (2020). Embedding built heritage values in architectural design education. *International Journal of Technology and Design Education*, 30(5), 867-883.

Havik, K. (2018). How places speak: A plea for poetic receptivity in architectural research. In: Sioli, A. & Jung, Y. (Eds.), *Reading Architecture: Literary Imagination and Architectural Experience* (p. 61-71). Routledge - Taylor & Francis Group.

Jones, S. (2017). Wrestling with the social value of heritage: Problems, dilemmas and opportunities. *Journal of community archaeology & heritage*, 4(1), 21-37.

Kollektiv Oranotango+. (2018). *This is not an atlas: A global collection of counter-cartographies*. transcript Verlag.

Kuipers, M. C., & De Jonge, W. (2017). *Designing from heritage. Strategies for conservation and conversion*. Delft: TU Delft – Heritage & Architecture.

Meurs, P. (2016). *Heritage-based design*. Delft: TU Delft – Heritage & Architecture.

Ministry of Education, Culture and Science. (2018). *Heritage Counts. The Meaning of Heritage for Society*. Den Haag.

Schofield, J. (Ed.). (2016). *Who needs experts?: counter-mapping cultural heritage*. Routledge.

Stead, N., Gosseye, J., & Van der Plaat, D. (Eds.). (2019). *Speaking of Buildings: Oral History in Architectural Research*. New York: Princeton Architectural Press.

Van Leeuwen, J. (2014). Erfgoed op de kaart zetten. Mental mapping als methode om erfgoedgemeenschappen te laten vertellen. *FARO*, 7(2014)3, 20-28.

Reflection

Frustration, fascination and the Explore Lab studio

Explore Lab gives me the unique opportunity to graduate on my obsessive *personal* frustration and fascination within the heritage sector.

It was during my own design education at the Heritage & Architecture Studio at TU Delft that I first came across this problematique – the socio-cultural or 'intangible' aspects of the monuments were hardly discussed. For example, as part of the method, the so-called 'Heritage Value Matrix' tool was used to include all the different

heritage values within the architectural design process.⁶ However, although this HV-Matrix *assessment tool* was useful for getting a clear overview of the different values, in my opinion it was not an appropriate *research method* to get a deeper understanding of aspects such as the aforementioned socio-cultural or 'intangible' values of heritage. This actually made me realize that I wanted to focus more on the *social aspects and challenges* within architecture. It is very important and pleasant for me that within the Explore Lab studio I get the chance to design my integrated graduation project myself. Explore Lab is exactly the creative and 'free' place that I was looking for.

Relevance

Nevertheless, my aim is not to change this particular HV-Matrix *assessment tool*, but rather to expand the current 'rigid' *system/methodology* of the adaptive reuse of architectural heritage by approaching it from a more social and human perspective that fits the recent shift in values. My investigation aims to generate an *innovative and strategic mapping-based toolbox or methodology* that will function as a new addition to the existing heritage valuation guidelines. In this way, I hope to be able to contribute to research into the possibilities of systematically including the socio-cultural or 'intangible' aspects in both the heritage valuation and design process.

Although I am using the Plague House in Leiden as the canvas of my research, the intention is to subsequently make the tested method more 'generic'; with the help of my CDI master I want to investigate how I can come to a generic toolbox or methodology for the heritage sector in the Netherlands. I expect and hope that these outcomes can lead to a discussion for a more inclusive, collaborative and people-oriented way of dealing with our architectural heritage.

Bazelmans, J. (2013a). Naar integratie en maatschappelijke verbreding in de waardstelling van erfgoed. *Boekman 96-Erfgoed: van wie, voor wie*, 89-96.

Clarke, N., Kuipers, M., & Stroux, S. (2020). Embedding built heritage values in architectural design education. *International Journal of Technology and Design Education*, 30(5), 867-883.

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Meurs, P. (2016). *Heritage-based design*. Delft: TU Delft – Heritage & Architecture.

⁶ Clarke, Kuipers & Stroux, 2020