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:

<table>
<thead>
<tr>
<th>Personal information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Jafeth Jemme Hagoort</td>
</tr>
<tr>
<td>Student number</td>
<td>1302868</td>
</tr>
<tr>
<td>Telephone number</td>
<td>06 34032506</td>
</tr>
<tr>
<td>Private e-mail address</td>
<td><a href="mailto:jafethjh@live.com">jafethjh@live.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name / Theme</td>
<td>Heritage &amp; Architecture / Heritage &amp; Maastricht Belvédère</td>
</tr>
<tr>
<td>Teachers / tutors</td>
<td>Lidy Meijers / Frank Koopman / Bert van Bommel</td>
</tr>
<tr>
<td>Argumentation of choice of the studio</td>
<td>This studio teaches a (realistic) way of dealing with the built environment that I agree with and hope to put into practice. It focuses on maintaining and improving the given built environment (instead of clearing and renewing it). This open attitude allows one to keep learning (by studying predecessors) in everyday practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation project</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Title of the graduation project</td>
<td>Re/storing a warehouse</td>
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</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Boschstraat/Bassin, Maastricht</td>
</tr>
<tr>
<td>The posed problem,</td>
<td>How to redevelop an old warehouse, taking into account its cultural value, in a former industrial area within the inner city of Maastricht?</td>
</tr>
<tr>
<td>research questions and</td>
<td>Which stories, and corresponding elements are of cultural value in the building and its context? What structure does the public space of Maastricht have, and what place does the building have in it? What strategy can the project adopt to address the current and locally as well as professionally relevant issue of vacancy?</td>
</tr>
</tbody>
</table>
| How can the building continually adjust to increasing user requirements without losing character?  
To which extent (stuff/space plan/services/skin/structure/site) can the redevelopment employ used materials?  
How can the expiration date of a building/element/detail be determined?  
How does one best represent time in architectural (re)presentations?  
| Design assignment in which these result.  
Design a transformation of industrial heritage with a temporary program that is part of the public space of Maastricht.  
|

[This should be formulated in such a way that the graduation project can answer these questions. The definition of the problem has to be significant to a clearly defined area of research and design.]

**Process**

**Method description**

A somewhat ill defined phenomenological method in which the experience of the building by the user is central. A combination of imagination and (physical) modeling take precedence over functional and technical requirements. This in contrast to the hitherto learned rational method. Practical outcome is making models on all scales that inform (technical) drawings instead of the other way around.

**Literature and general practical preference**

**Heritage**

**City**

**Vacancy**
Reflection

Relevance

The fascinations/themes that have directed my graduation project so far (cultural value/public space/vacancy) can be read in reverse as follows:

In less densely populated areas and cities (like Maastricht) of the Netherlands vacancy is a social issue. Vacancy is caused by a decrease of demand for (shrinkage), creating an excessive offer of, real estate. This ‘spatial shrinkage’ is related to the demographic and economic shrinkage that is characteristic of our times; a ‘new reality’. Our strategy of spatial development however is still based on speculation of an old reality with self-evident demographical, (thus) economical and spatial growth. The built environment of our times still have cities that grow while their inner cities become vacant.

Vacancy causes damage to the livability of the built environment and undermines the (historical) structures like public space that hold the city (socially and spatially) together. Continuity of the built environment can be restored by filling the gaps and adopting a new strategy of spatial development; flexible development in small steps affirming a reality of permanent temporality.

Heritage based design is well equipped to address this issue. It endorses the importance of historical structures and their continuity in both time and space. Moreover it´score business is redeveloping buildings that have lost their usefulness while maintaining and stressing its (cultural) values. These values extend well beyond the economical; an insight that is of the essence to move beyond our contemporary way of spatial development.
Time planning

[A scheme of the division of the workload of the graduation project in the 42-week timeframe. Compulsory in this scheme are the examinations at the middle and end of the semester, if required, the minors you intend taking and possible exams that have to be retaken. The submitted graduation contract might be rejected if the planning is unrealistic]


## Academic Graduation Calendar 2015 / 2016

### Non-educational period

<table>
<thead>
<tr>
<th>Calendar Week</th>
<th>27</th>
<th>28</th>
<th>29</th>
<th>30</th>
<th>31</th>
<th>32</th>
<th>33</th>
<th>34</th>
<th>35</th>
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</thead>
<tbody>
<tr>
<td>Summer Holidays</td>
<td>5.1</td>
<td>5.2</td>
<td>5.3</td>
<td>5.4</td>
<td>5.5</td>
<td>5.6</td>
<td>5.7</td>
<td>5.8</td>
<td>5.9</td>
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</table>

### Autumn semester

#### Calendar Week

<table>
<thead>
<tr>
<th>Calendar Week</th>
<th>36</th>
<th>37</th>
<th>38</th>
<th>39</th>
<th>40</th>
<th>41</th>
<th>42</th>
<th>43</th>
<th>44</th>
<th>45</th>
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</thead>
<tbody>
<tr>
<td>Course week</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>1.4</td>
<td>1.5</td>
<td>1.6</td>
<td>1.7</td>
<td>1.8</td>
<td>1.9</td>
<td>1.10</td>
</tr>
</tbody>
</table>

#### Course week

| Course week | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | ___ | ___ | 2.7 | 2.8 | 2.9 | 2.10 |

### Final registration dates for P2

*Final application dates for P4: go / no-go*

*P5 date and final application date for next P4 period: go / no-go*

*Last date P4 and also final application dates for P5: Public Final Presentations*

*Public final takes place in the period immediately after the prior P4: go / no-go period*

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**Courses**

- **No regular education**
- **P2**: Dates presentations: 11-1 up and until 24-1, 14-6 up and until 23-6
- **P4**: Dates go / no-go assessments: 26-9 up and until 7-10, 5-12 up and until 16-12, 6-3 up and until 17-3, 11-5 up and until 23-5
- **P5**: Dates final public presentations: 31-10 up and until 11-11, 25-1 up and until 3-2, 10-4 up and until 21-4, 26-6 up and until 14-7

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**Public Holidays**

- Christmas period: Dec. 25 up and until Jan. 6
- Whit Monday: June 5
- Spring Break: Febr. 1 up and until Febr. 5
- Easter: March 27 and 28
- Liberation Day: May 5 (and 6 free)
- Ascension Day: May 25 (and 26 free)
- Kings Day: April 27
- Public Holidays

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**Analysis**

- Reading/Reference visits
- Model 1:10/50

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**Zelfstudie - 1/7 - 4u**

- Begeleiding
- Deadline
- Zelfstudie - 1/7 - 4u
- AR3AR100 - 30 - Graduation studio

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**Deadline**

- Public Holidays