

# FACULTY OF CULINARY ARTS



**2023**

**COMPLEX PROJECTS  
Bodies & Berlin Studio  
AR3CP100**

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# INTRODUCTION

01



Figure 1. Berlin has a strong traditional cuisine with many international influences (Kristin, 2016)



Figure 2. Berlin sets trends in sustainable dining (Roeger, 2017)

### Thesis topic

Berlin is known for its unique cuisine which can best be described as a traditional cuisine with many international influences (Visit Berlin, n.d.).

How Berlin got its unique food scene can best be explained due to its history, as only a few world capitals have undergone as many changes in power over the last centuries as Berlin. Due to this Berlin fluctuated between periods of being very open and attracting a lot of international people before periods of shutting down completely. The closed eras happened during the wars and when the wall divided the city, making west Berlin an 'island' surrounded by the GDR (Reuter & Erb, 2023). This flux had two major impacts on the food scene. During the open periods, the cuisine was internationalised as new people brought local foods and flavours from their homes. While the closed periods were generally met with less economic prosperity, resulting in a culture of cheap, comfort food (Arrouas, 2018).

*"Berlin's food scene is picking up pace faster than a Berghain techno beat."*

However, since the fall of the wall, in 1989 (Reuter & Erb, 2023), this is rapidly changing. Currently, "Berlin's food scene is picking up pace faster than a Berghain techno beat" (Abbott, 2021)." Chefs from all over the world came to Berlin to open restaurants. Now these Berlin-based restaurateurs and chefs are building an impressive Berlin food culture (Arrouas, 2018).

In the last decade three trends have arisen that shape the current development of Berlin's Cuisine, these trends are; go vegan, get local and get sustainable (Rybalko, 2023). Berliners, and society in general, are getting more conscious when it comes to sustainability, accountability and overall health. Therefore, chefs feel the responsibility to respond to these calls, making Berlin one of the most influential cities in Europe when it comes to diversity in a sustainable kitchen (Martinez, 2017).

To make sure Berlin's cuisine keeps developing and the city stays at the forefront of culinary innovation it is important to keep learning. Therefore, Berlin needs a Culinary University. A central place where young chefs could learn about the skills and knowledge it requires to keep innovating. The University will focus on everything related to developing your culinary skills from applied education to research and will act as an important place where people could experience this development. As, reimagining the way we produce and consume our food, can positively affect our society, the environment, and our overall (planetary) health (Berry, 1990). And therefore have immense value.

The city currently does not have any culinary universities, therefore this building can be an example for the whole city on how to build a future-proof culinary university.

### Problem statement

Apart from the obvious that Berlin does not have any building for culinary education and therefore requires one. The argument can be made that raising food awareness and stimulating food innovation is required within a time when people are conscious of their health amid a climate crisis (Rybalko, 2023) the current model of a culinary school, that focuses solely on cooking does not satisfy. There needs to be a new model that is more future-proof.

There have been some recent attempts to come up with this new model for culinary schools. Like the creation of the GOe: gastronomy open ecosystem by the Basque Culinary Center. Which aims to become a point of reference and attraction for its surroundings. The program of the building focuses on research, innovation and entrepreneurship (Bravo, 2022). As the building is currently still in development the effects have the building have not been tested yet.

Therefore, the faculty of Culinary Arts in Berlin can be an important test case for a new future-proof culinary school.

### Research questions

The main objective of this research is to educate students and raise food awareness through the design of a Culinary university. To do this it is important to investigate how the university is positioned within the city and its immediate surroundings. To investigate the problem the following research question is formulated: In what ways can a culinary university building connect with its immediate and broader surroundings?

This design brief will investigate the design of a Culinary Institute through the lens of program, client and site. However, to answer the research question the following sub-questions need to be answered first. Firstly, as society is changing and becoming more conscious about sustainability, accountability and health it is important to wonder, what does the future of culinary education look like? As this has a major effect on the program of the building Secondly, how does the university needs to be positioned within the city to become a focal point of culinary development? Lastly, how can the spaces

of the building be designed in such a way as to accommodate the interaction between students and the public?

In the following chapter, the theoretical framework of the design research will be further explained. After, the chapter on research methods explains how the research about the site, program and client will be conducted. In the final chapter, the design brief will summarise this research and give the main conclusion so far.



Figure 3. Unlocking the potential of food through cooking (Study and go abroad, 2016)



**In what ways can a culinary university building connect with its immediate and broader surroundings?**

Research question

# RESEARCH FRAMEWORK

02



Figure 4. The position of a university within the urban fabric (TU Berlin, sd)

### Theoretical framework

The theoretical framework will help to contextualise the design research. The first sub-question deals with the shift in perception of how we produce and consume our food. Therefore, it is important to choose a clear direction in how the building could be a catalyst for this new way of thinking. Von Braun studies the shift toward bio-economy as countries address their resource constraints related to water, climate, energy, land and the shift in consumer preferences (Braun, 2018). Schaft researches the initiatives of urban commons for the edible city in Berlin and concludes that initiatives like this can have positive impacts on the overall food awareness and social resilience of the city (Scharf, Wachtel, Reddy, & Saumel, 2019). These two sources give a direction for the concept of the building.

The second sub-question is about the positioning of the university within the city and the effects this could have. Blaik writes that a campus built with good access in an urban design framework can promote education and public awareness (Blaik, 2007).

For the third sub-question, how can the flows of the building stimulate interaction and therefore create an environment where people could share knowledge? Scott Brown once stated "Architecture can't force people to connect, it can only plan the crossing points, remove barriers, and make the meeting places useful and attractive (Brown, 2009)." Therefore, architecture does not hold the outcome but the potential to set the stage (Cultieru, 2020). The building can create a fertile ground for interaction. Hertzberger has worked a lot with buildings that stimulate visual and social connections by the way they are designed. As schools are not only learning spaces but also serve an important function of interaction between students (Hertzberger, Interview with Herman Hertzberger (2017): architecture as visual and social connection, 2017). Studying his work can give helpful additional insights for answering the sub-question about this topic.

### Relevance

Due to climate change and a changing society, the food scene of Berlin needs to transition towards a more sustainable model. As architects alone cannot easily solve these issues, it is important to make conscious design decisions in order to minimise the carbon footprint while maximising the potential to set the stage for creating better awareness about the issues at large. Therefore, the project could not solve but steer people in the right way. This makes the topic and sources relevant for its time.



# RESEARCH METHODS

03

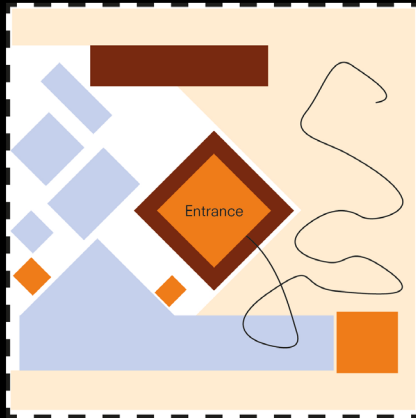


Figure 5. Relation scheme Canteen Vocational School

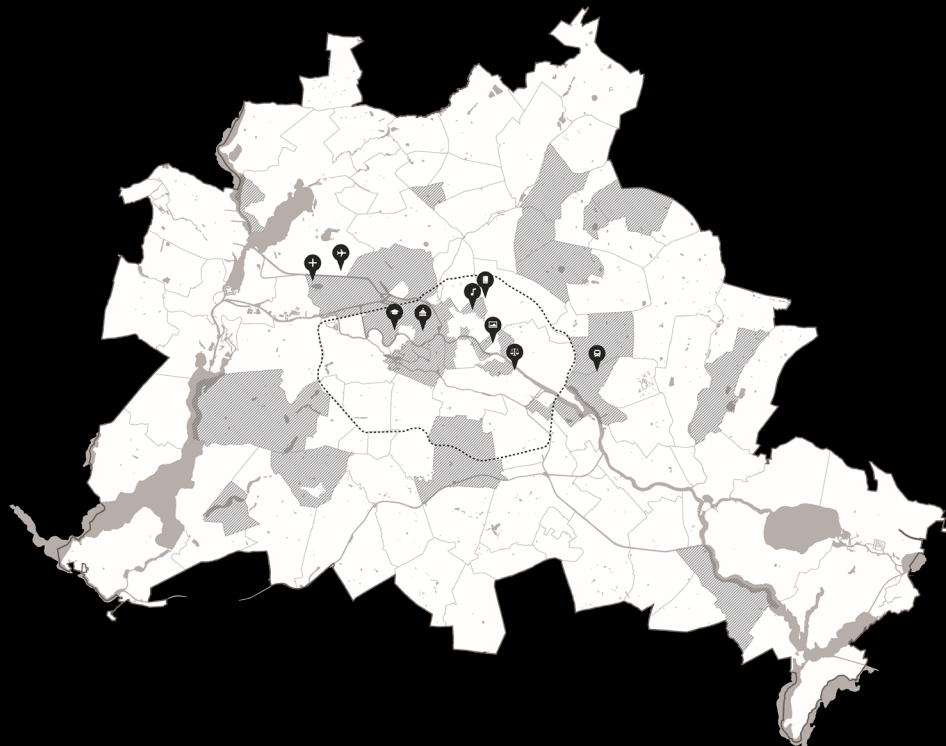


Figure 6. Location requirements from the Economy group

## introduction

Within the discourse of the graduation studio, the design research is divided into three categories: program, site and client. In this chapter the different research methods are explained that are necessary to conclude what program, client and site best fits the building type and concept and how this research can help guide the project.

### Program

An important tool to formulate the program will be the benchmarking of case studies. Firstly, the size of four notable culinary schools will be analysed in order to determine the possible size and users of the proposed building. Secondly, for the contents of the program a culinary school, canteen, the world's best restaurant, the Bristol Life Sciences laboratory, a greenhouse and Mediamatic aquaponics will be analysed. The program will be divided into six categories: cooking, eating, growing, education, circulation and others. This division will help to draw insights and conclusions from the different contents of the buildings. Thirdly, the relation schemes of these six buildings will be analysed to determine the key spaces. Lastly, extra analysis for the specific requirements of the keyspaces for cooking, eating, growing and learning will be analysed. Apart from this, the benchmarking literature will be analysed. This information is combined with three programmatic ambitions that will be used to formulate the program. The programmatic ambitions are the following:

1. Displaying the activity in the kitchens
2. Connect the people of Berlin with the students to stimulate dialogue and connection
3. Celebrate the produce so that food is not a commodity anymore

Furthermore, the sub-question, What does the future of culinary education look like? Will give extra insights into how to future-proof the program.

## RESEARCH METHODS

### Client

For the client research, the main question will be which client can have a positive influence on the desired outcome of the building. This will be analysed through an internet search and possibly contacting certain companies.

### Site

The requirements for the project location are partly decided by group research. As the economy group, the main goal is to sustainably grow the economy of Berlin. From the group research, the following three requirements are:

1. The building needs to be located in an area where the residential land value in the past 10 years has increased more than the average growth of 304%.
2. The building needs to be in an area where the job density is lower than 25.000 jobs per square kilometre.
3. The building needs to be located in a borough that has a lower density of inhabitants than the top 15 boroughs.

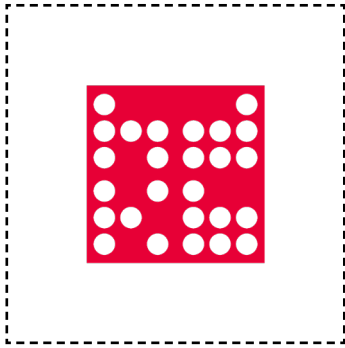
Furthermore, the sub-question, how does the university needs to be positioned within the city in order to educate the public? Will give extra insights and requirements for the location of the project. However, as this will be developed after P1 this still needs to be researched. After setting the requirements mapping will help to determine the possible location of the project. These areas will be scouted with satellite imagery and Google Street data to find the exact location. Finally, the field trip to Berlin will possibly give additional insights into choosing the site.

# DESIGN BRIEF

04

# CLIENT

Initiator



Berlin University of Arts

Funding



German federal government and state

Users



Students, teachers and Berliners

Culinary Arts	Design	Fine Arts	Music	Performing Arts
Culinary Arts	Architecture	Art in Context	Artist training	Costume
Food research	Art & Media	Fine Arts	Church music	Design
Food Design	Design		Composition	Creative Writing
Die	Visual		Conducting	Musical
Gemeinschaft	communication		Early music	Stage Design
	Fashion design		Music	Theatre
			Education	Opera
			Organ	
			Piano	
			Sound	
			Engineering	

The four faculties of the Berlin University of Arts and the proposed Faculty of Culinary Arts

## Client

The initiative of the new University in Berlin stems from the ambition of the Berlin University of Arts (UdK) for wanting to keep its position as one of the largest and most diversified universities of arts in the world. With approximately 4.000 students and a 300-year-old history, the UdK is a centre point for all artistic and scholarly disciplines under one roof. With four faculties focused on Design, Fine Arts, Music and Performing Arts opening a fifth faculty called culinary arts seems to be the logical choice.

As the food landscape of Berlin is rapidly developing this will be a perfect time to start this new faculty and grow with the current trend. As all studies at the UdK applied and theoretical education will be combined under one roof creating an interdisciplinary learning landscape great for fostering new culinary talent.

The New Faculty of Culinary Arts will comprise of four departments; Culinary Arts, Food Research, Food Design and Die Gemeinschaft. With the overarching aim to educate with a creative approach for a more sustainable and healthy food landscape.

The Department of Culinary Arts focuses mainly on applied education where cooking is the main form of education and the restaurant brings this all into practice. However, applied from the practical side classrooms and lectures will enhance the theoretical knowledge of the students. The second department focuses on applied research and therefore most of the curricula are centred around state-of-the-art labs. Here students can learn and research sustainable innovations in healthy food and fresh food chains. As this education is also mostly applied the lecture and classrooms can be shared between the two departments. The third department focuses on Food Design and the design of food concepts hereby a learning environment of experimentation is key and most education will be at the atelier, here students can work together and come up with new ideas. The last and smallest department is led by the

Gemeinschaft a non-profit organisation founded by the Berlin restaurant Nobelhart & Schmutzig. Comprised of more than 60 members working as researchers, chefs, farmers or within the hospitality industry this non-profit has vast knowledge about everything surrounding food and the ambition of developing and sharing this knowledge. Therefore, this department will act as a think tank and postmaster for a select few that will interdisciplinary research the current and future issues within the food landscape.

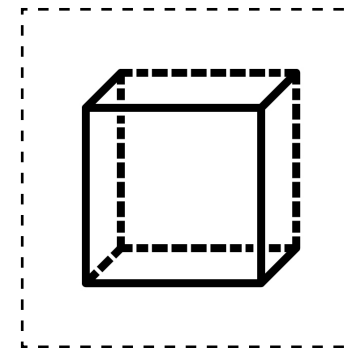
In order to fund this new faculty the German federal and the Berlin state government will act as main beneficiaries. The German government has outlined in their national nutrition strategy 2023 that improving the population's health while reducing climate impact through interdisciplinary education is at the top of their priorities. Therefore, the government will likely be interested in funding an extra faculty of the already publicly funded University of the Arts.

Lastly, the main users of the university will comprise of students, teachers and visitors (Berliners). For the students and teachers, an optimal learning landscape is key as the main ambition is to educate. However, the restaurant, exhibitions and the Gemeinschaft can bring in many visitors. In order to promote and share knowledge with visitors its important that the building is designed to be welcoming and designed in such a way that there is a good and subtle separation between the public and private functions. Therefore, it is also important to take into account the hours the building will be open and closed as part of the program requires longer opening times.

**Conclusion**

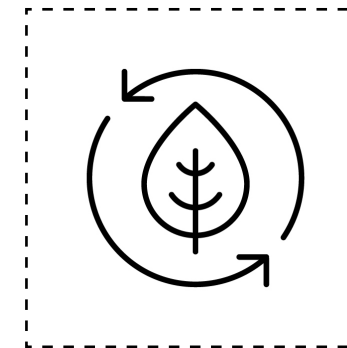
The stakeholders of the project have the following overarching aims: transparency, sustainability and exhibit. The first aim of transparency mainly comes from the UdK and the German government as transparency promotes accountability, informs people to make their decisions and helps to create trust. This will help to cement the faculty of culinary arts within Berlin's learning landscape. Secondly, the aim of sustainability comes from the German government as they want to achieve their climate goals and make sure this new university will be an example for other universities around. Lastly, the third aim of the Exhibit comes from the users. As students want to connect with local businesses, practice their skills in the form of a restaurant or showcase their research. The Gemeinschaft will act as an important bridge between the people of Berlin and academic research. Therefore, it is important that the building can accommodate any public exhibitions, lectures or others.

Transparent



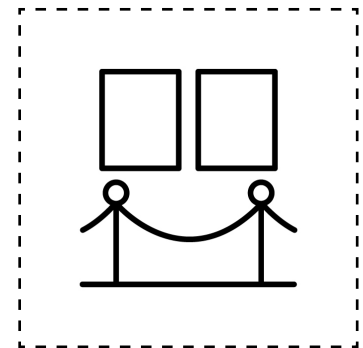
- Promote accountability
- Informs
- Create trust

Sustainable



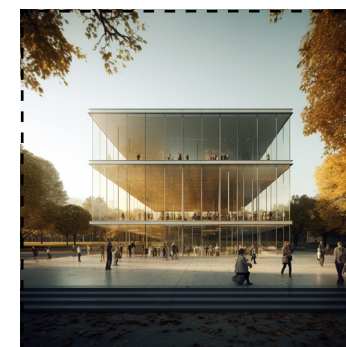
- Be an example
- Future proof
- Climate goals

Exhibit



- Showcases
- Connect with local businesses

Transparent



- Promote accountability
- Informs
- Create trust

Sustainable

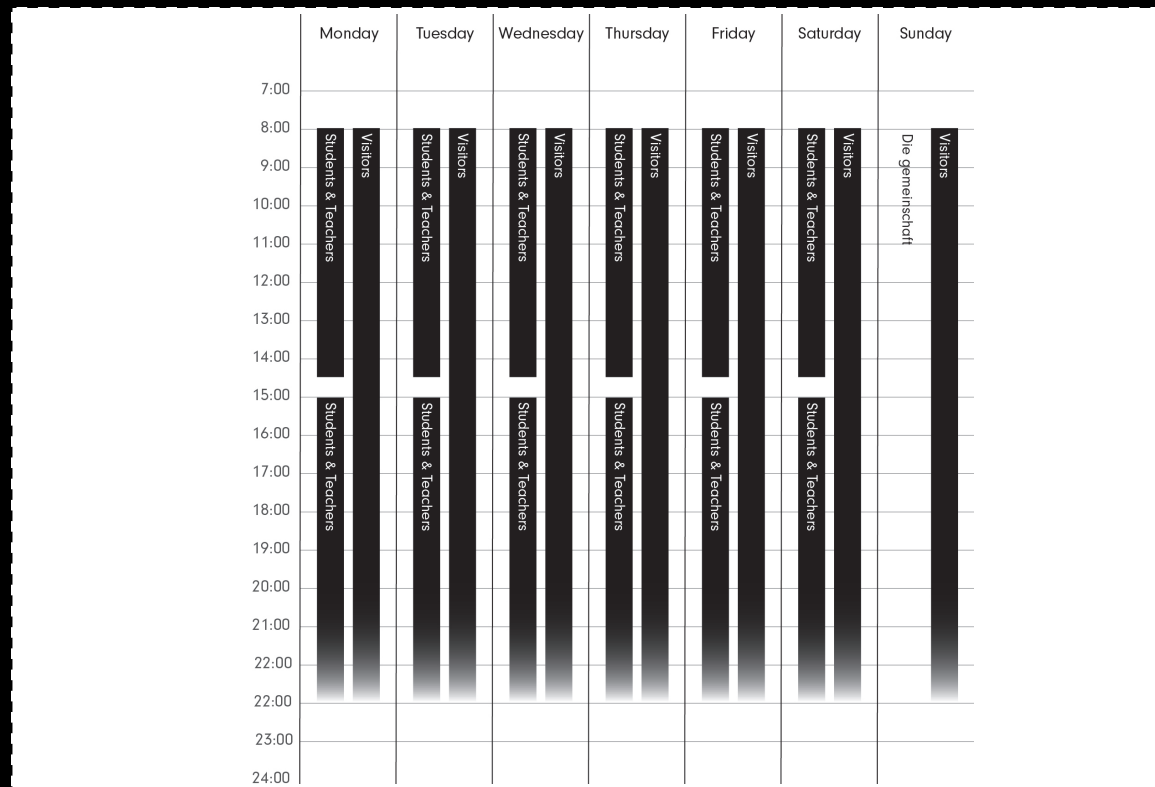


- Be an example
- Future proof
- Climate goals

Exhibit

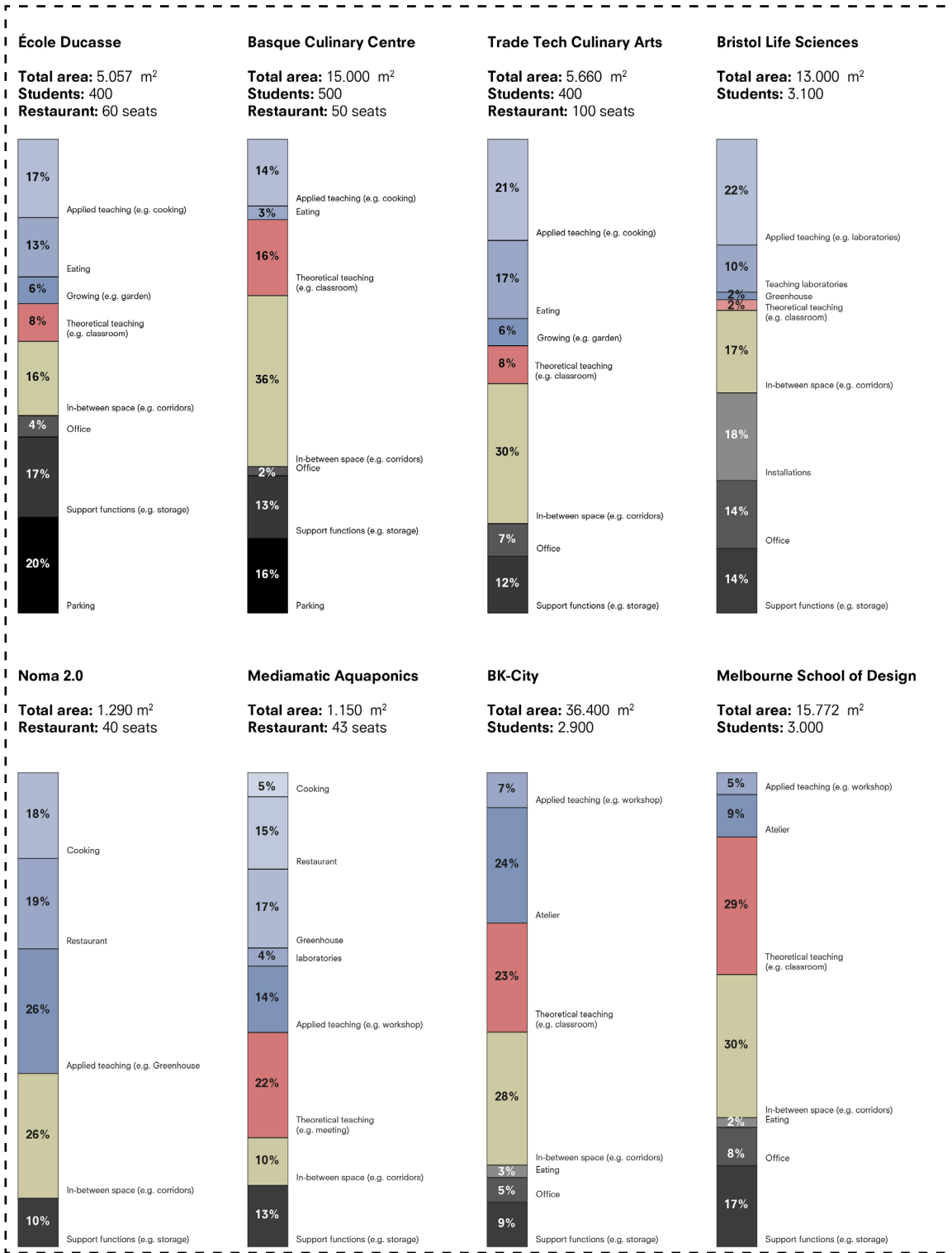


- Showcases
- Connect with local businesses



The opening times user hours of the university.

# PROGRAM



The different benchmarks that helped to formulate the program

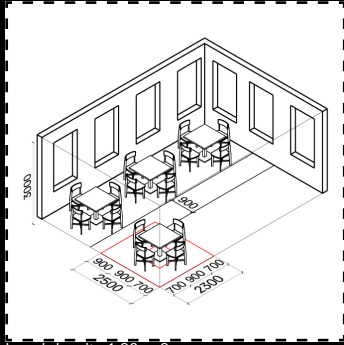
## Program

The program of the building is tailored to the four departments of the university. And comprises highly specialised rooms and more general shared functionalities. Apart from this, the position of the university and its surroundings is important to connect with the city. Therefore, in-between space is used to transition between the urban fabric of the city and the public program of the university. With the main goal that the two will coexist instead of forming a border between the building and the city. As the building is public and attracts visitors it is important to make sure this does not negatively impact the learning landscape. A good separation between the semi-public and semi-private functions is needed.

As the building has an interdisciplinary approach to culinary education benchmarking only culinary universities would be sufficient. Therefore, four different building types are benchmarked to gain knowledge for every individual department. Firstly, culinary universities provide the knowledge needed to create the department of culinary arts. With 550 students this will be the largest department of the faculty and the centre point between all the different departments of the food university. Secondly, the Department of food design has much in common with architecture studies as this applied education focuses on concept generation and prototyping. Therefore, architecture universities provide key insights into the program of the Department of food design. Thirdly, the Department of food science comprises labs and controlled growing environments. Therefore, the Bristol life sciences building is benchmarked to give insights into the highly specialised learning environment. Lastly, the Gemeinschaft postmaster acts as a think-tank and can use all the other facilities within the building. Therefore, additional facilities should only accommodate discussions, experimentation and exhibitions. Noma 2.0, previously the best restaurant in the world and known for its experimentation will give insights into the facilities needed to experiment. While Mediamatic Aquaponics, an interdisciplinary art centre focussed on food research can

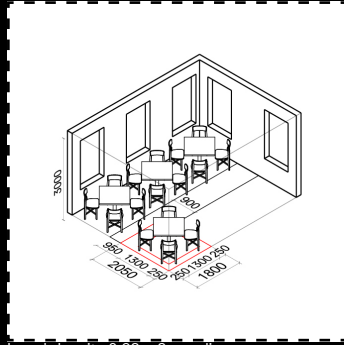
give insights into what facilities are needed to discuss and exhibit the work.

Counter service



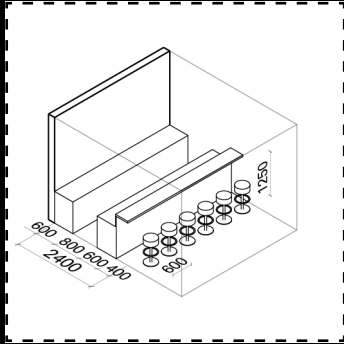
Local density 1.26 m<sup>2</sup>

Minimum space



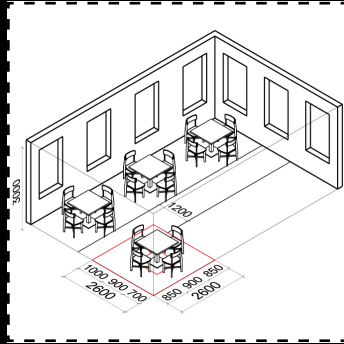
Local density 0.92 m<sup>2</sup> per diner

Chain restaurant



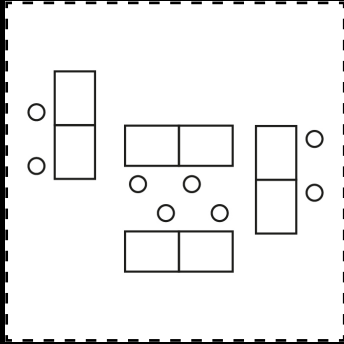
Local density 1.4 m<sup>2</sup> per diner

Specialised restaurant



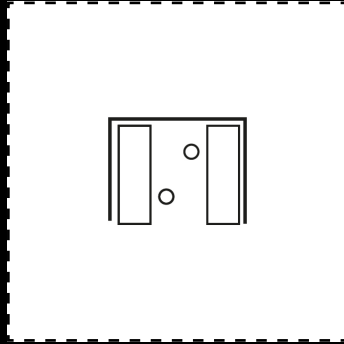
Local density 1.7 m<sup>2</sup> per

Group



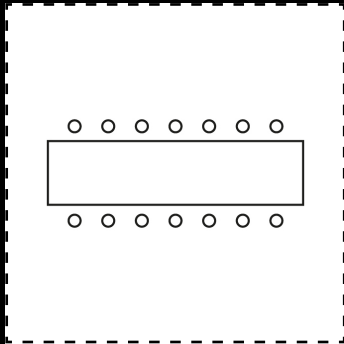
Talesin

Private



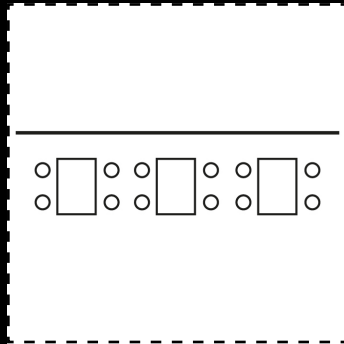
Harvard

Flexible



BK-City

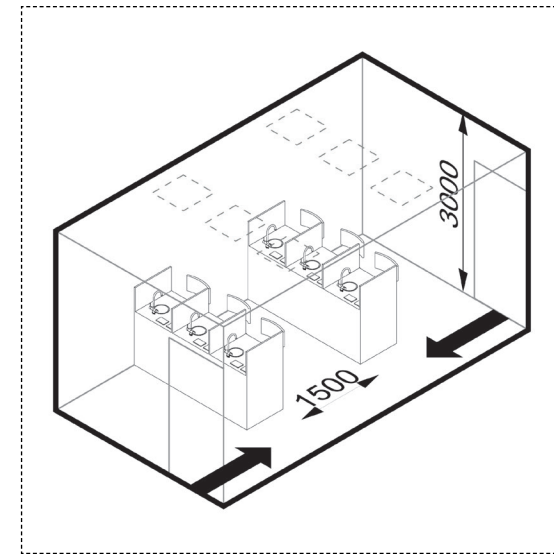
Informal



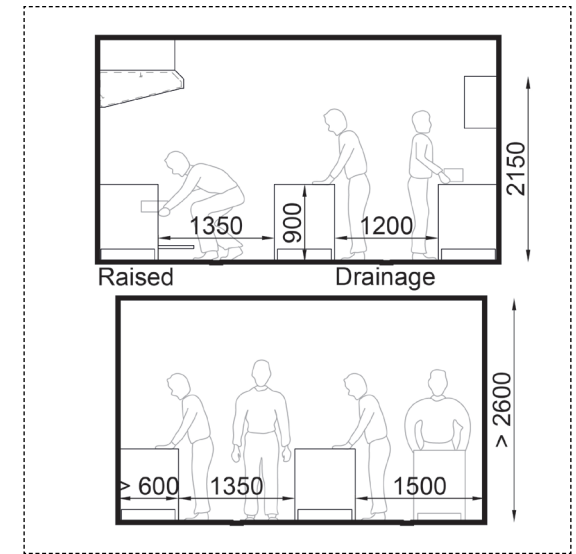
Strelka

**Keyspaces**

As the university has mostly applied education it is important to look at the spaces students can practice these applied sciences. Therefore, restaurant and kitchen layouts are vital to applying the theory behind culinary arts. The sensory analysis lab is one of the highly specialised learning facilities needed to do culinary research. While the atelier layout will dictate the way students will interact with each other and how the design research is conducted.



Sensory analysis lab

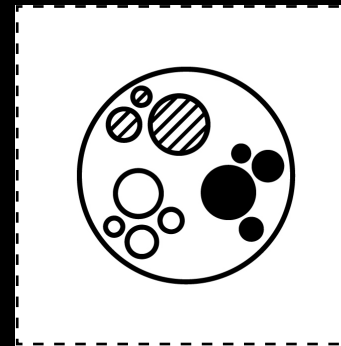


Kitchen working dimensions

**Conclusion**

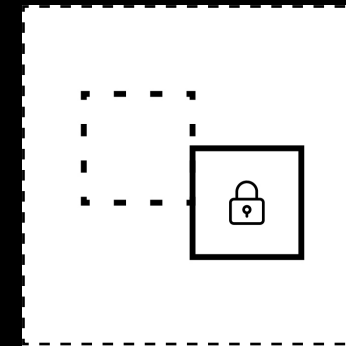
The program can best be divided between the different programmatic clusters and the public- and shared facilities. Therefore, it becomes possible to close parts of the building when needed with the added benefit that students can learn from each other. Secondly, A good balance and separation between the semi-public and semi-private functions are needed for students to create a good study domain whilst keeping the building accessible and easy to navigate for visitors. Lastly, to better connect the university with its surroundings in-between space can be used as a transition between different domains so that there are no hard borders. This will encourage a dialogue between the users and the building and the city. →→To visualise these ideas three different massing studies test these principles. The Box in a Box has a public core with a semi-private program situated around it. Thus creating a thriving public centre within the building. The second option takes a different approach, here, the public program is uninterrupted on the ground floor and therefore, easily visible and accessible by visitors whilst the further you go up the more private the program becomes. The third and last option has wings for different departments. A big internal street connects the different departments and at its centre, there are the shared and most public facilities.

Programmatic clusters



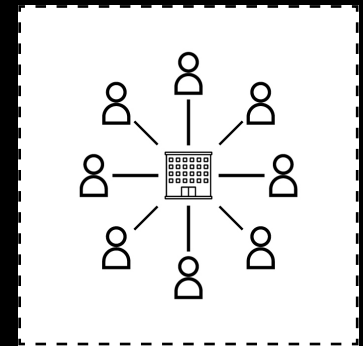
- Optimised learning landscape
- Different opening times

Private and public



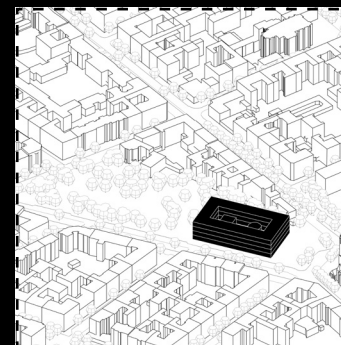
- Clear division public and private
- Different study domains

Connection with surroundings



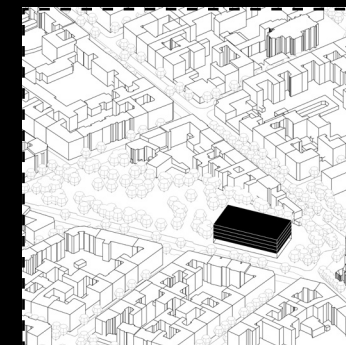
- In-between space as transition
- Public shared functions
- Encourage dialogue

Box in box



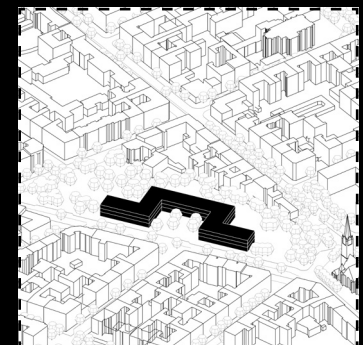
Footprint: 3.600 m<sup>2</sup> BCA: 0,24  
Height: 20m FAR: 1,3

Stacked + public ground floor



Footprint: 2.275 m<sup>2</sup> BCA: 0,15  
Height: 23m FAR: 1,3

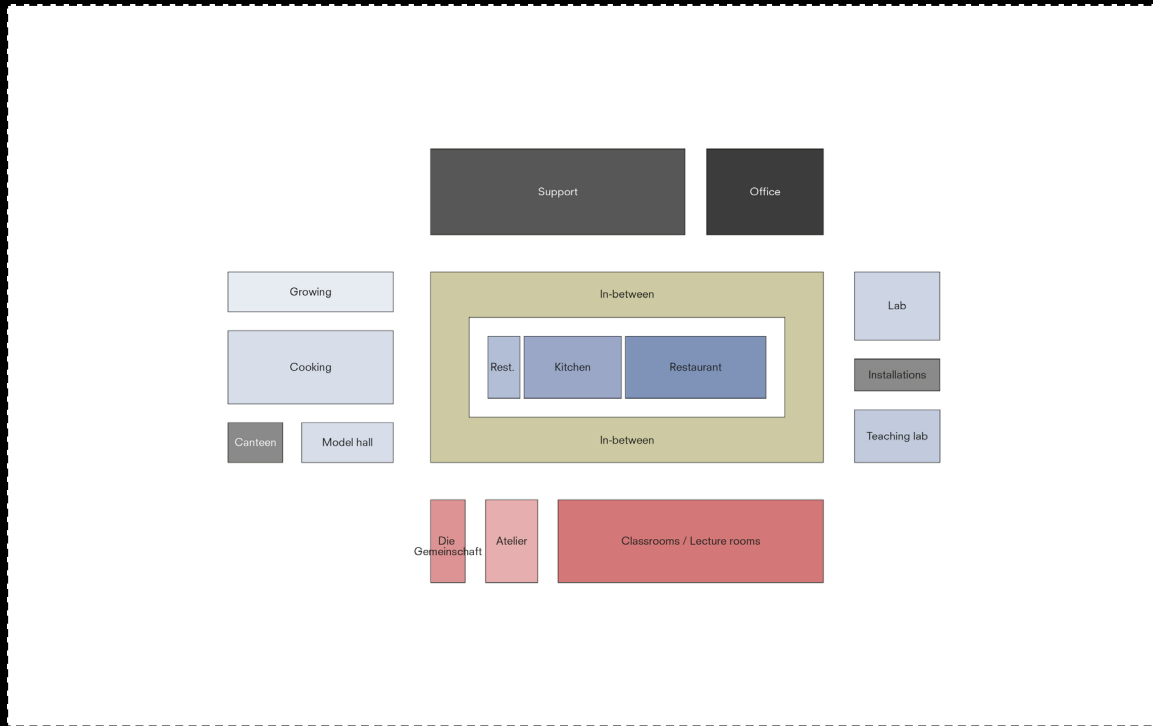
Departments along street



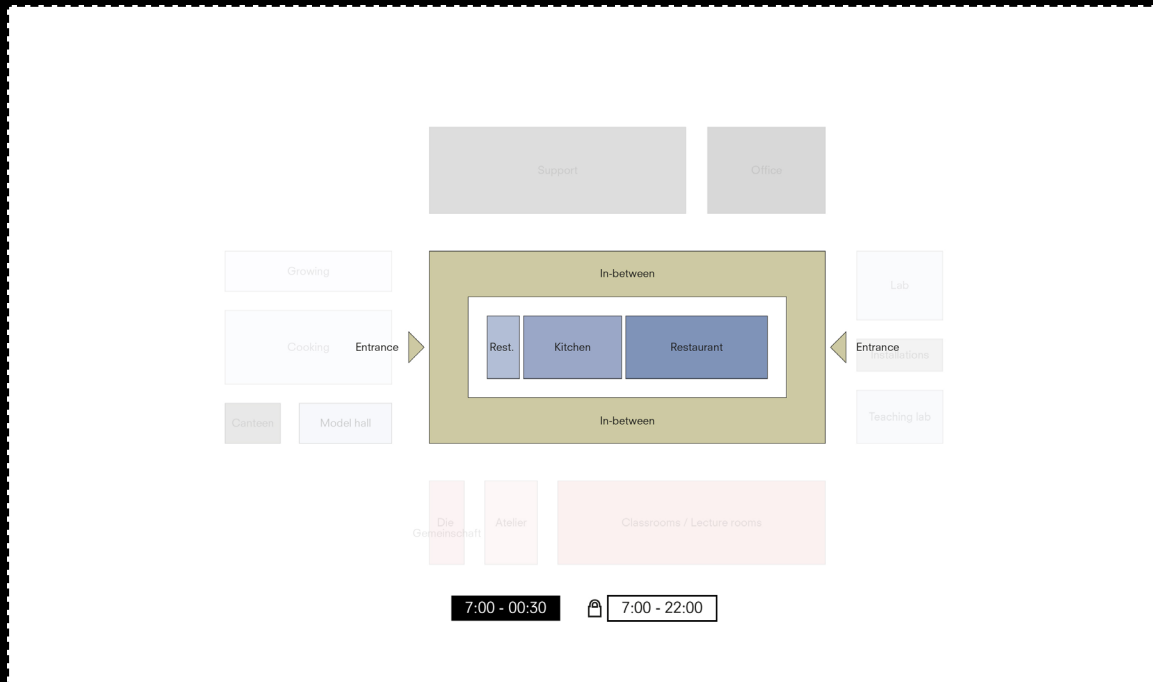
Footprint: 3.675 m<sup>2</sup> BCA: 0,25  
Height: 13m FAR: 1,3



# TOTAL PROGRAM



The relation scheme



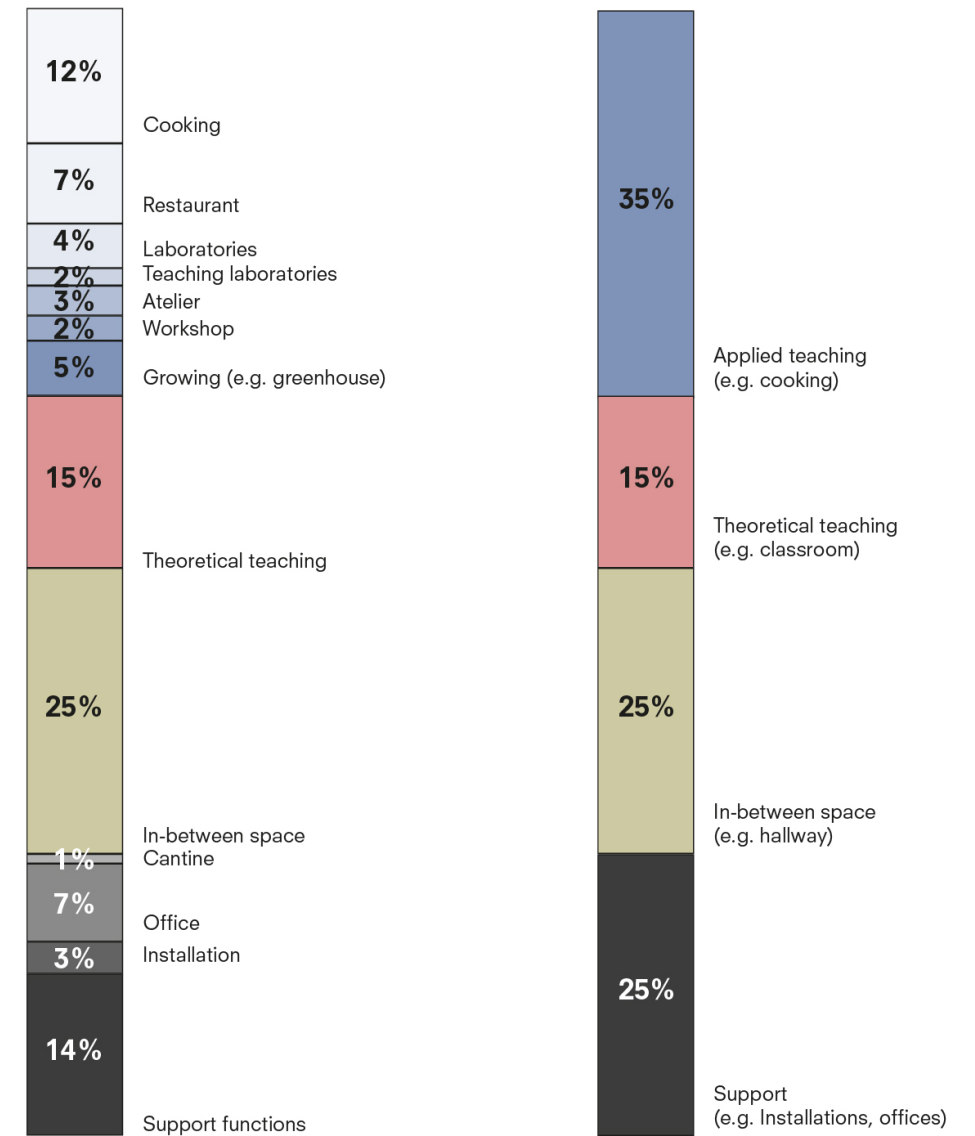
The relation scheme with entrances and opening times of the public program

## Faculty of Culinary Arts

Total area: 11.250 m<sup>2</sup>

Students: 1370

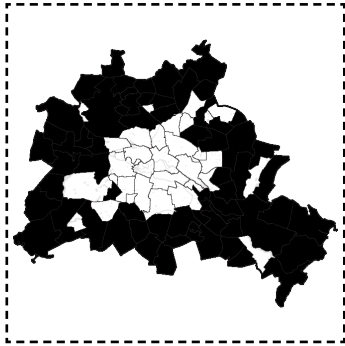
Restaurant: 100 seats



Program bar with the final proposed program

# LOCATION

Maximise impact



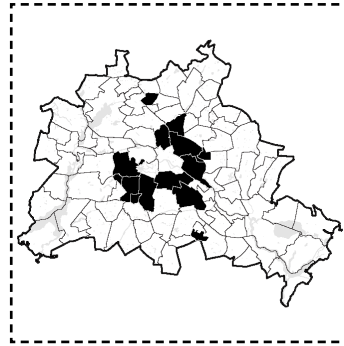
Build in an area where the residential land value has increased more than the average growth of 304%

Maximise work



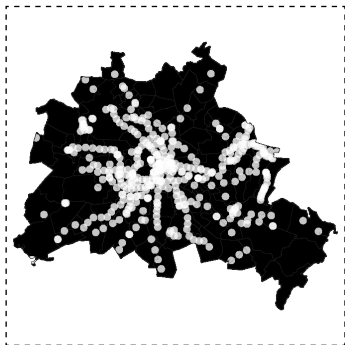
Build in an area where the job density is lower than 25,000 jobs per km²

Protect housing



Build in a borough which has a lower density of inhabitants, thus less housing

Sustainable travel



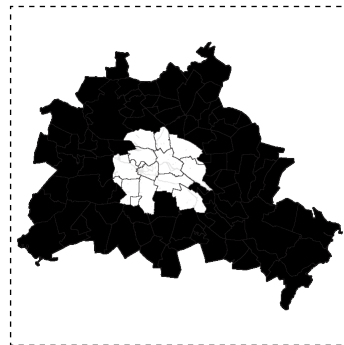
Build within 500m of an U-bahn or S-bahn station

Easily accessible by students and visitors



Build within the city of short distance station

Central focal point

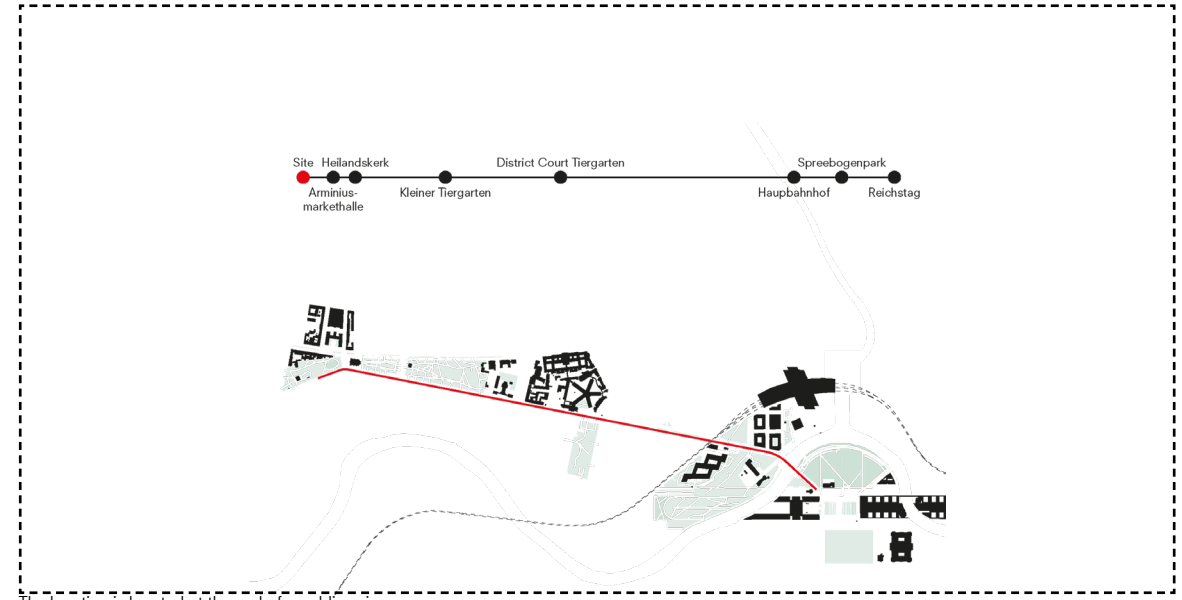


Build within the inner city

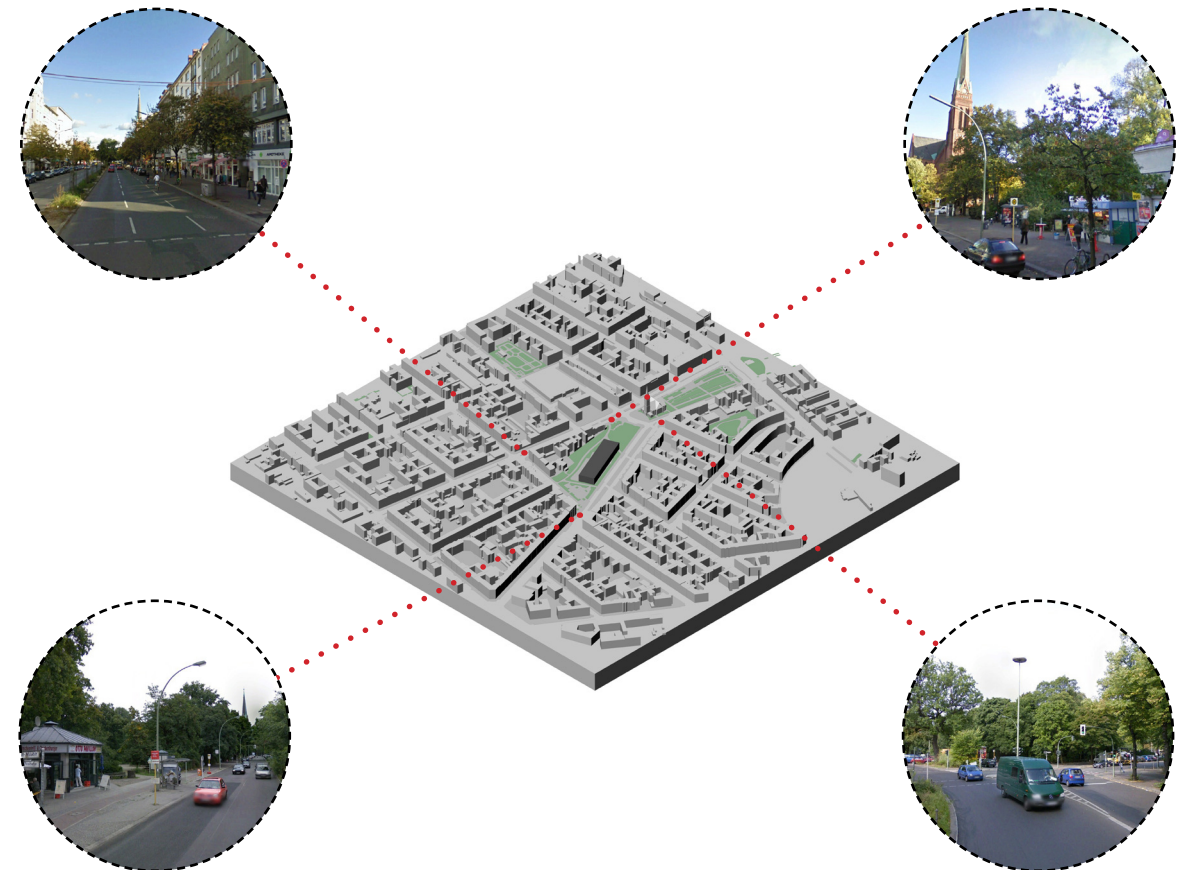
## Site

The project is located in the Otto Park in Moabit at the end of a public axis leading to the Spreebogenpark. The site location is chosen through mapping analysis after elimination areas due to group and individual location requirements. The initial location criteria came from the group requirements, as an economy group the main goal is sustainable development. Therefore, we want to maximise the impact the project can have by building in an area that is under rapid development. Next to this, we want to maximise the work opportunities by building in an area that has relatively fewer jobs available and lastly, we want to protect the existing houses of Berlin by not building in an area that has a lower density of inhabitants. Apart from these group requirements, in order to maximise the success of the university its important that the university connects well to the existing urban fabric. Therefore, three other requirements make sure that the university is well accessible and at a prime location within the city

As mentioned above the location is located at the end of a public axis leading back to the heart of the city. Therefore the culinary university can be a good destination at the end of this axis. The Otto Park lies at the end of Kleiner Tiergarten. While the site is an important outdoor location for the neighbourhood the university with its public program can add important knowledge and entertainment to the area. As the site is 15.000 m2 the building can easily coexist with the park.



The location is located at the end of a public axis

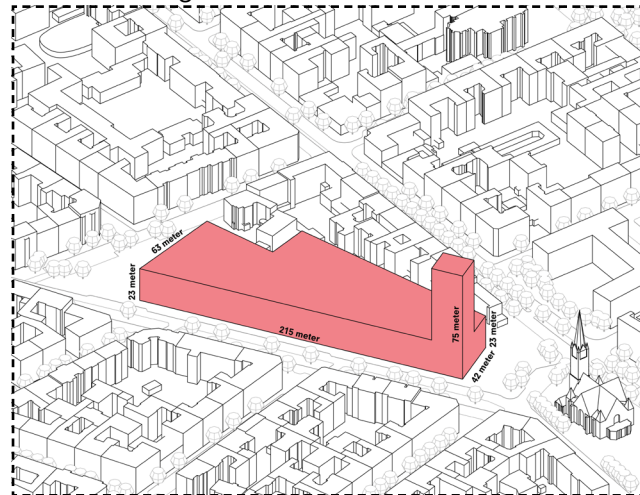


Isometric of the location with photos

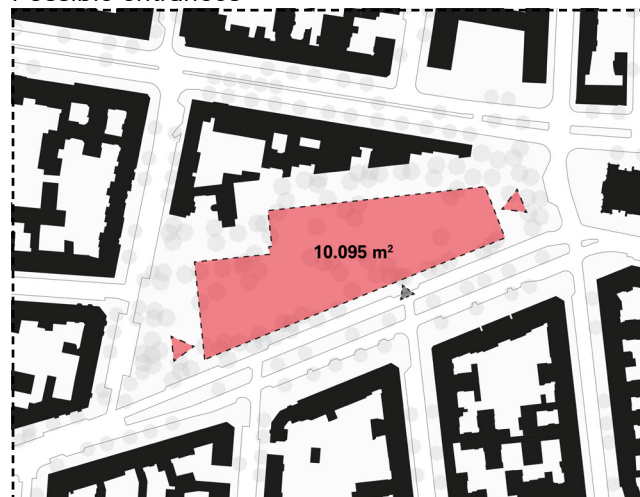
Buildable Area



Maximum Height



Possible entrances

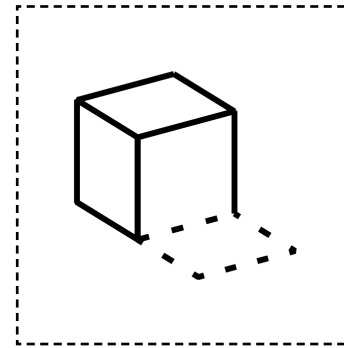


- Legend:
- ▲ Most likely Entrance
  - ▽ Other Possible Entrance

The site and program pair well with a public plaza in front of the building. This can help strengthen the connection between the university and its immediate surroundings. The rectangular site fits this concept well as it easily can require a green square on both sides of the plot. By incorporating the existing trees the squares can have a good potential as event spaces and shaded playgrounds for kids.

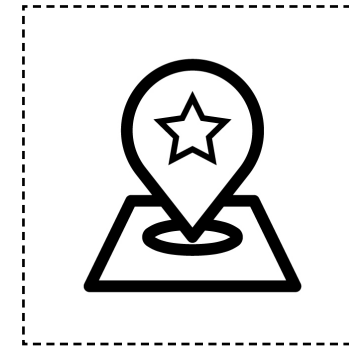
The aims that resulted from the location analyses are to the public square that can positively contribute to the intermediate surroundings. Secondly, the ambition is to turn the project into a landmark as it has a prominent location and can be a destination for future culinary students and the general public. Lastly, the location requires the reuse of existing trees either by replanting or by reusing the trees within the design. By selectively cutting down less developed trees the other trees in the park get the opportunity to further grow. With these aims, three different massing options are made. The eye-catcher has a cantilevered section floating above the public square immediately catching people's attention from the public axis. The cheese builds around the existing trees and uses them to create patios next to the public program. Reuse uses the cut trees as building material to construct the façade. These three options will give guidance to the further development of the project.

Public square



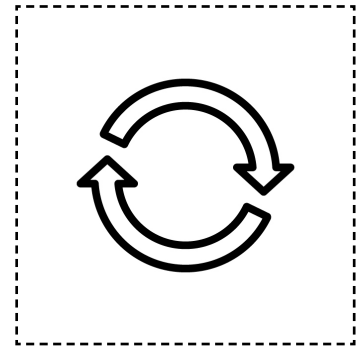
- Connect with its surroundings
- Contribute to the city

Landmark



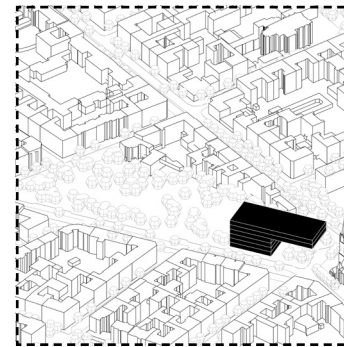
- Central point
- End of public axis
- Destination

Reuse



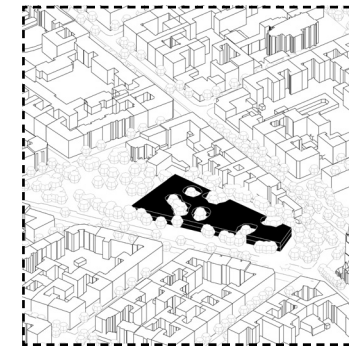
- Reuse trees
- Re-plant trees

Eye catcher



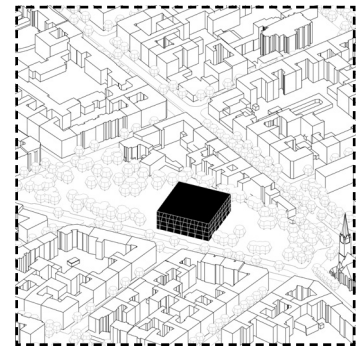
Footprint: 11.250 m<sup>2</sup> BCA: 1  
Height: 5m FAR: 1,3

Cheese



Footprint: 2.815 m<sup>2</sup> BCA: 0,25  
Height: 20m FAR: 1,3

Reuse

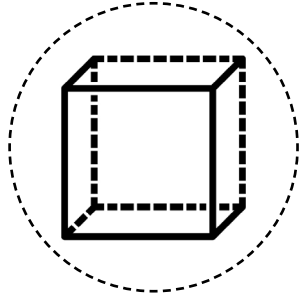


Footprint: 1.400 m<sup>2</sup> BCA: 0,13  
Height: 40m FAR: 1,3

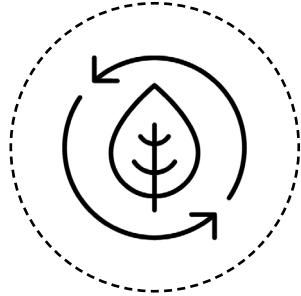
**NEXT STEPS**

**05**

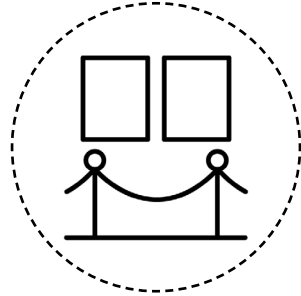
**Client:**



Transparent

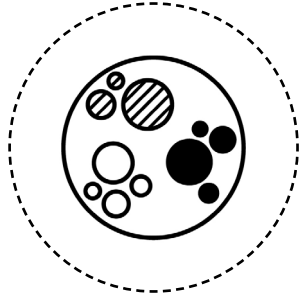


Sustainable

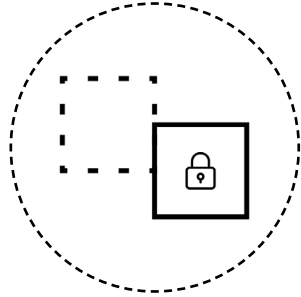


Exhibit

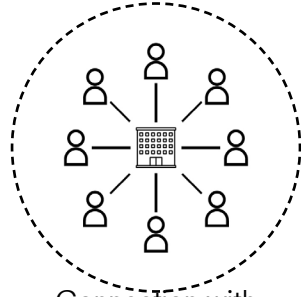
**Program:**



Programmatic clusters

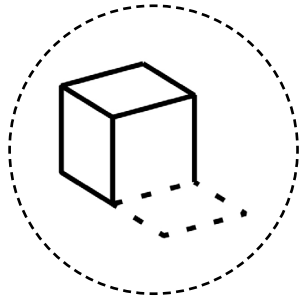


Private and public



Connection with surroundings

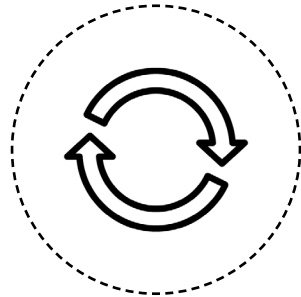
**Site:**



Public square



Landmark



Reuse

**The next steps**

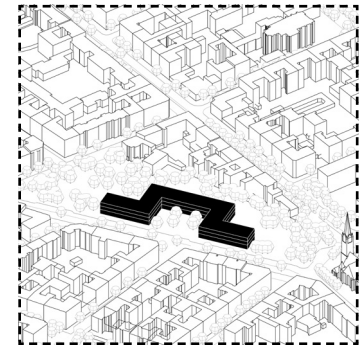
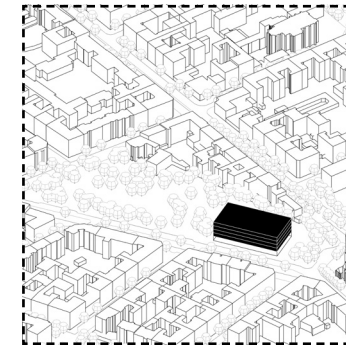
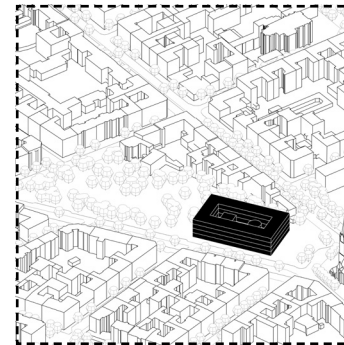
To continue the project all aims of the main stakeholders are collected on the left. These aims can give good guidance when making future design decisions. While creating a good working learning environment is the main goal of the project it also came apparent that how this learning environment responds to its surroundings will be vital for the success of the project. As the building will be a centrepiece for culinary education in Berlin.

The above-mentioned aims have led to six different massings and three design concepts. These concepts will be further developed after the P2. For now, the program fits best with the box-in-box concept. Here a more public in-between space can interact with the public function within the box whilst the outer row of function can be more private overlooking the central space. This typology will be further investigated in the future. Apart from this, the implementation of reuse is an important topic for the stakeholders and how visitors will perceive the project, this will also be further developed after P2.

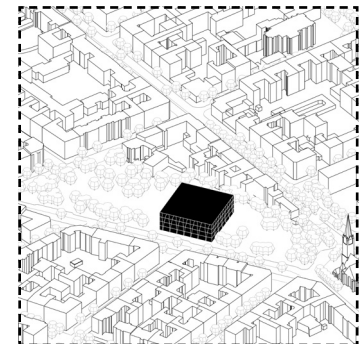
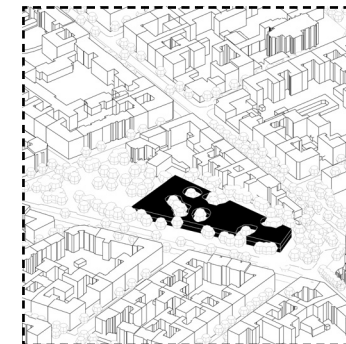
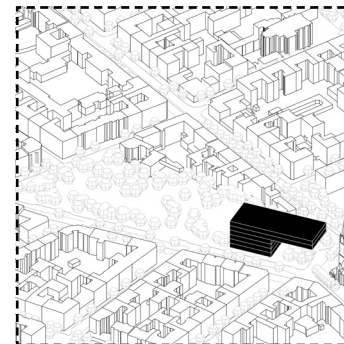
**Client:**



**Program:**

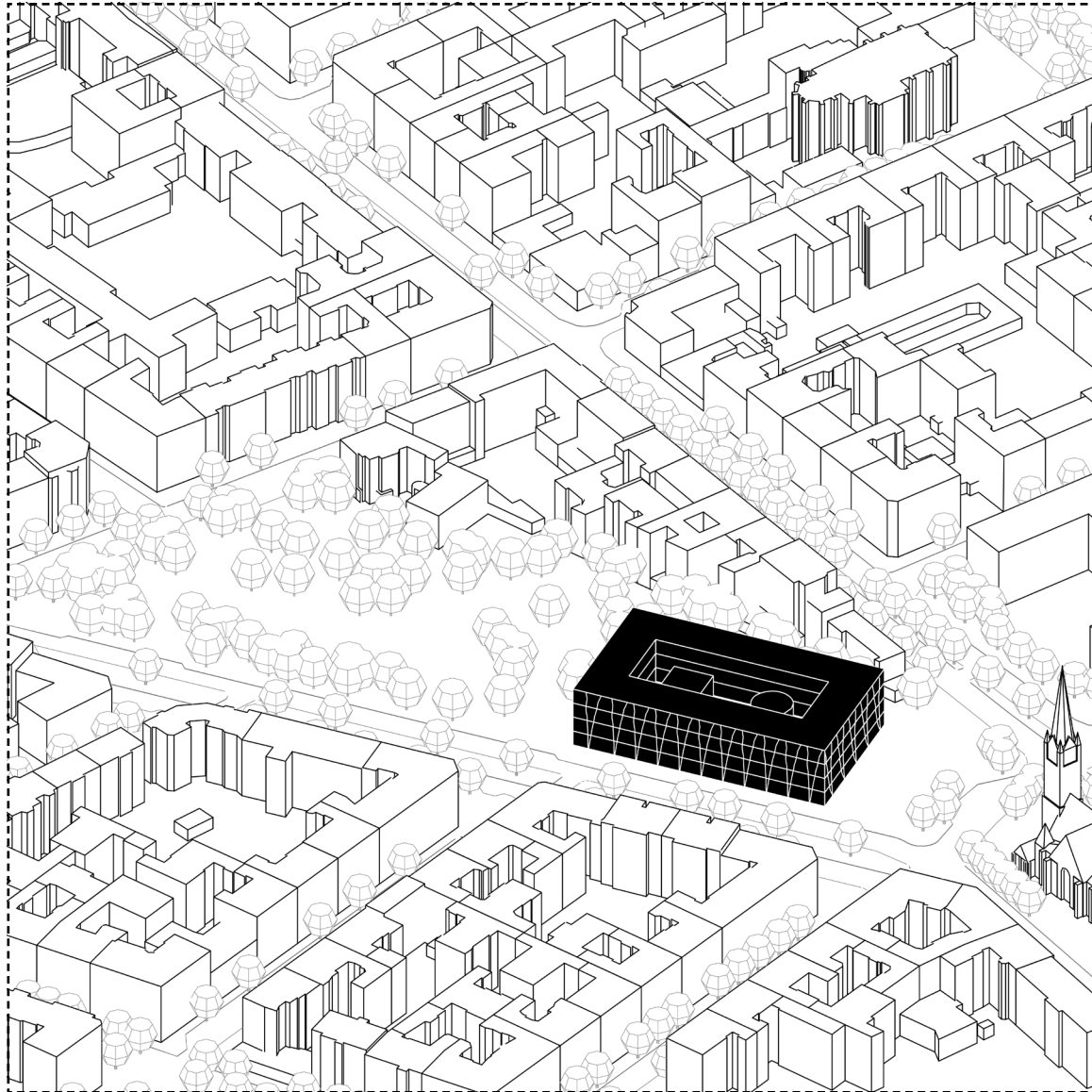


**Site:**





Concept: Box in box + reuse



**Footprint:** 3.600 m<sup>2</sup>  
**Height:** 20m

**BCA:** 0,24  
**FAR:** 1,3

Reference



**Architect:** Gaaga

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# 06

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## Figures

Cover. Noma 2.0 (Abend, 2016)

Figure 1. Berlin has a strong traditional cuisine with many international influences (Kristin, 2016)

Figure 2. Berlin sets trends in sustainable dining (Roeger, 2017)

Figure 3. Unlocking the potential of food through cooking (Study and go abroad, 2016)

Figure 4. The position of a university within the urban fabric (TU Berlin, sd)

Figure 5. Relation scheme Canteen Vocational School

Figure 6. Location requirements from the Economy group

Figure 7. Collage exterior

Figure 8. Collage interior

Figure 9. Preliminary program

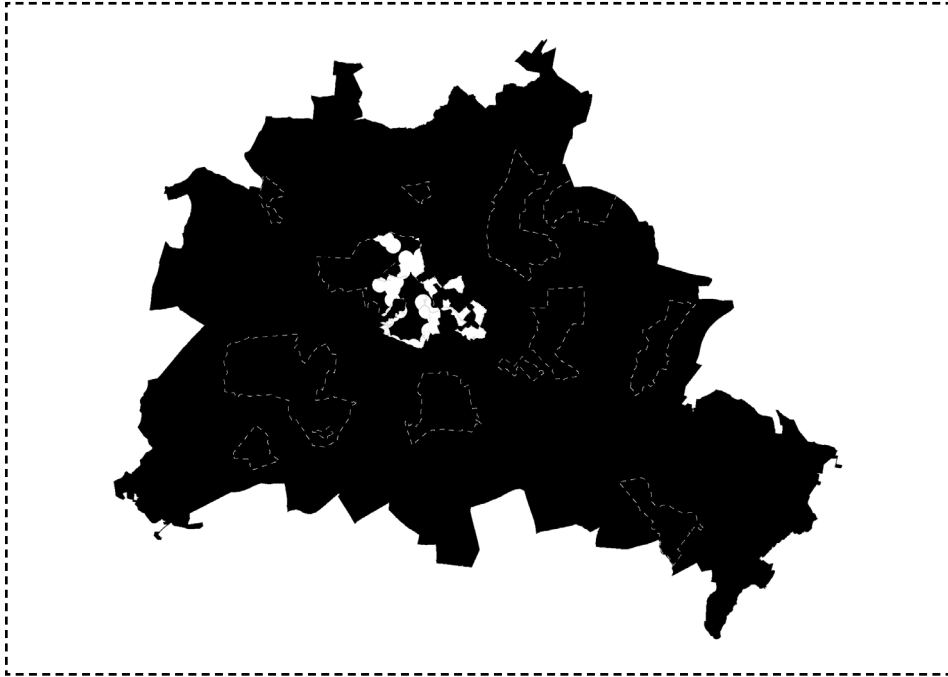
Figure 10. Preliminary relation scheme

Figure 11. Preliminary site location

Figure 12. Preliminary clients

**APPENDIX**

**07**



The resulting areas



Public transport

**Legend:**

- U U-bahn stops, U9
- B Bus stops, N9, 101, 123, 187, 245, M27, N40



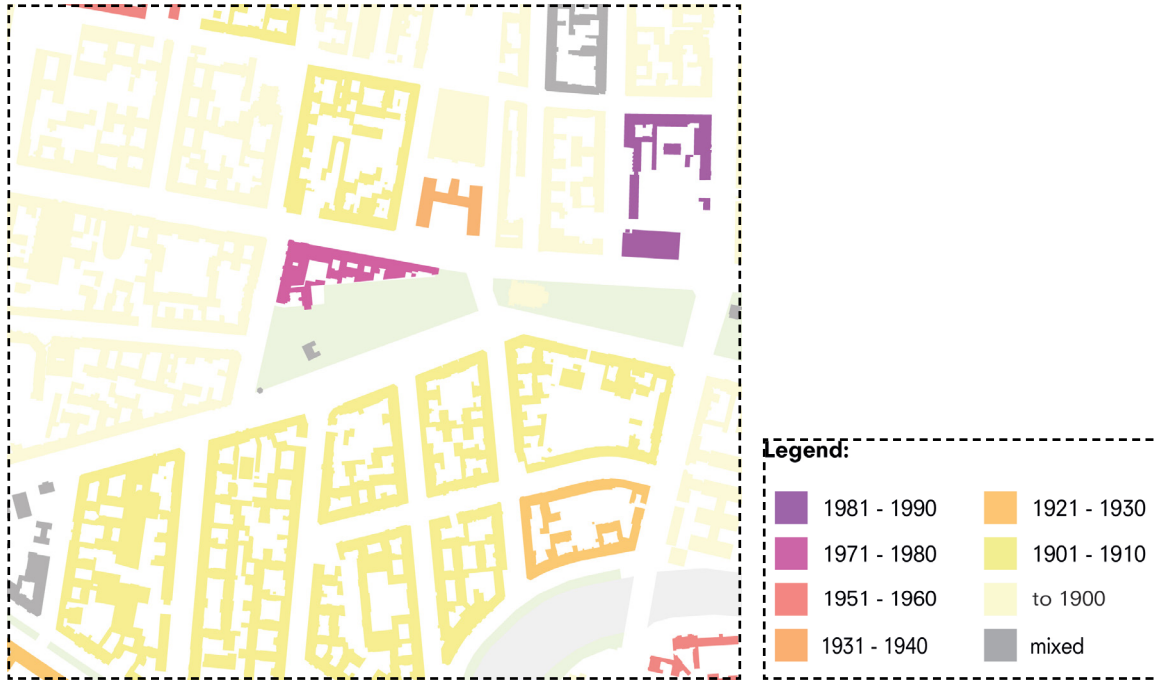
UdK Berlin



Uses

**Legend:**

<span style="color: lightblue;">■</span> Public	<span style="color: darkblue;">■</span> Residential
<span style="color: lightblue;">■</span> Commercial	<span style="color: lightgreen;">■</span> Green
<span style="color: lightblue;">■</span> Core area	<span style="color: grey;">■</span> Water
<span style="color: lightblue;">■</span> Mixed use	<span style="color: red;">—</span> Comm. plinth



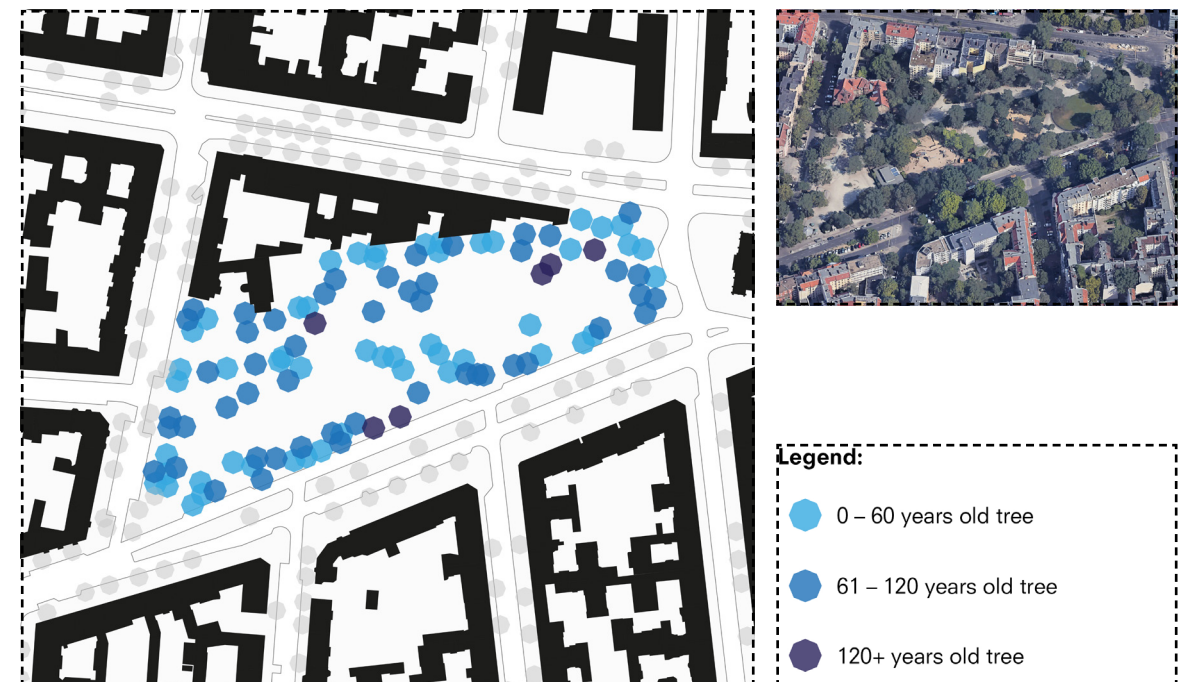
Building age



Mobility



Eating establishments



Trees