**Graduation Plan: All tracks**

Submit your Graduation Plan to the Board of Examiners ([Examencommissie-BK@tudelft.nl](mailto: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><strong>Personal information</strong></th>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<td>Student number</td>
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<tr>
<td>Telephone number</td>
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<td>Private e-mail address</td>
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<th><strong>Studio</strong></th>
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<tr>
<td>Name / Theme</td>
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<td>Teachers / tutors</td>
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<td>Argumentation of choice of the studio</td>
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<th><strong>Graduation project</strong></th>
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<td>Title of the graduation project</td>
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<th><strong>Goal</strong></th>
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<td>Location:</td>
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The posed problem, architectural design based on norms and averages is exclusive because it disadvantages people who do not conform to the norm or the average. This opposes the quality of architecture to perform as a mediator between bodies and their surroundings.

Research questions and

Is it possible, with a more situated and relational approach to architecture, to attend to the dynamic aspects of bodies and their surroundings, and the relations between the two, to create a more inclusive architecture?

Design assignment in which these result.

Office + workshop space for ‘Onzichtbaar Den Haag’ (educational institution)

The research explores the possibilities of designing with a more situated and relational approach with the goal of creating architecture that is more inclusive and empowering. This will be explored through a few experiments set up as ways to make the intangible and invisible aspects of the ‘architectural body’ tangible and visible.

The site and educational institution are chosen to test out and apply the method proposed in the research.

The site is specifically chosen because the educational institution residing in it also works to empower non-normative individuals in various ways. One of their ambitions is to create a “Leerlokaal”, an inclusive physical space where all citizens from the neighbourhood can come together, learn together and realise ideas for the neighbourhood together.

**Process**

**Method description**

Through a literary research and a written position paper, accompanied by a few (thought) experiments and examples, I will explore the possibilities of designing with a more situated and relational approach to architecture.
The research is framed by literature from the following authors:

On (feminist) scientific theory:
- Donna Haraway (Situated Knowledge)
- Paul Feyerabend (Against Method)

On normative architecture/architectural approaches:
- Léopold Lambert (Architectural Theories: A Subversive Approach to the Ideal Normalized Body)
- Léopold Lambert (Architectural Theories: The Modernist Ideology of a Normative Body)
- Ernst Neufert (Architect’s Data)
- Henry Dreyfuss (Designing for People)
- Le Corbusier (Le Modulor)

On feminist/relational architectural theory and/or practices:
- Hélène Frichot (Daddy, Why do Things have Outlines?, How to Become a Feminist Design Power Tool, etc.)
- Madeline Gins & Shisuka Arakawa (The Architectural Body)
- Tim Ingold (Making: Anthropology, Archeaology, Art and Architecture)
- Alberto Altés Arlandis & Oren Lieberman (Intravention, Durations, Effects)
- Peg Rawes (Relational Architectural Ecologies)
- Robert Gorny (Reclaiming What Architecture Does)
- Elisabeth Grosz (Architecture from the Outside)
- Judith Butler (Bodily Vulnerabilities and the Street)
- Lori Brown (Feminist Practices)
- Judith Bloomer (Architecture and the Text)
- Doina Petrescu (Altering Practices: Feminist Politics and Poetics of Space)
- Erik Rietveld & Julian Kiverstein (A Rich Landscape of Affordances)
- Erin Manning & Brian Massumi (Thought in the Act: Passages in the Ecology of Experience)
- Diana Coole & Samantha Frost (Introducing the New Materialisms)

On architectural education/pedagogies:
- Jeremy Till (Architecture Depends)
- Beatriz Colomina (Radical Pedagogies: Reconstructing Architectural Education (exhibition + website)

**Reflection**
Time planning

Start – P1: Presentation on April 12th. Establishing the fascination, goal and the scope of the research and collecting literature.

P1 – P2: Presentation on June 19th. Reading, writing and drawing in order to elaborate on the problem of normative architecture and the potential of an alternative approach. First draft of the written thesis. Proposing the design brief.


P3 – P4: Presentation middle of December. Presenting the final design.

P4 – P5: Processing the comments of the P4 and preparing for final presentation.