

Coauthoring “The Organizer’s Guide to Architecture Education”

Kirsten Day, Peggy Deamer, Andrea Dietz, Tessa Forde,
Jessica Garcia Fritz, Palmyra Geraki, Valérie Lechêne

Collaborator: Routledge Publishing

School of Architecture

Keywords: Co-authoring, Organizing, Architecture Education

“The Organizer’s Guide to Architecture Education” results from an extensive co-authoring effort. As seven co-authors, we bring experience in architecture education and practice spanning multiple generations and locales. Our collective journey is marked by encounters with significant shortcomings in the field of architecture, fueling concerns about its present and future. Motivated by these experiences and our strategies for organizing The Architecture Lobby’s Architecture Beyond Capitalism School, we want to direct a pathway for architecture (education) through this guide. The co-authorship process entailed weekly video conference calls over Zoom attended by all coauthors over the course of 2023. Five collaborative phases emerged: brainstorming, research, round robin, development, and editing. During the first three months of the collaboration, strategies were discussed, establishing the text’s broad argument in a mutually agreed upon outline. Research was then distributed, with each coauthor exploring and synthesizing topical findings. Halfway into the year, writing began as a round robin rotation of the text, with each coauthor writing a chapter and passing it along weekly until it returned to the original author. Once the chapters were back where they started, each coauthor developed their inherited text into a first draft. In the final edit, we stitched together concepts and unified the voice of the soon-to-be-published text.



Architecture Beyond Capitalism School



2023 - ABOUT - TIMELINE - CURRICULUM 2022 2021

VIRTUAL
2 WEEKS
September 16 - 30
CLICK TO REGISTER!

F-U-T-U-R-E B-E-L-O-N-G-I-N-G

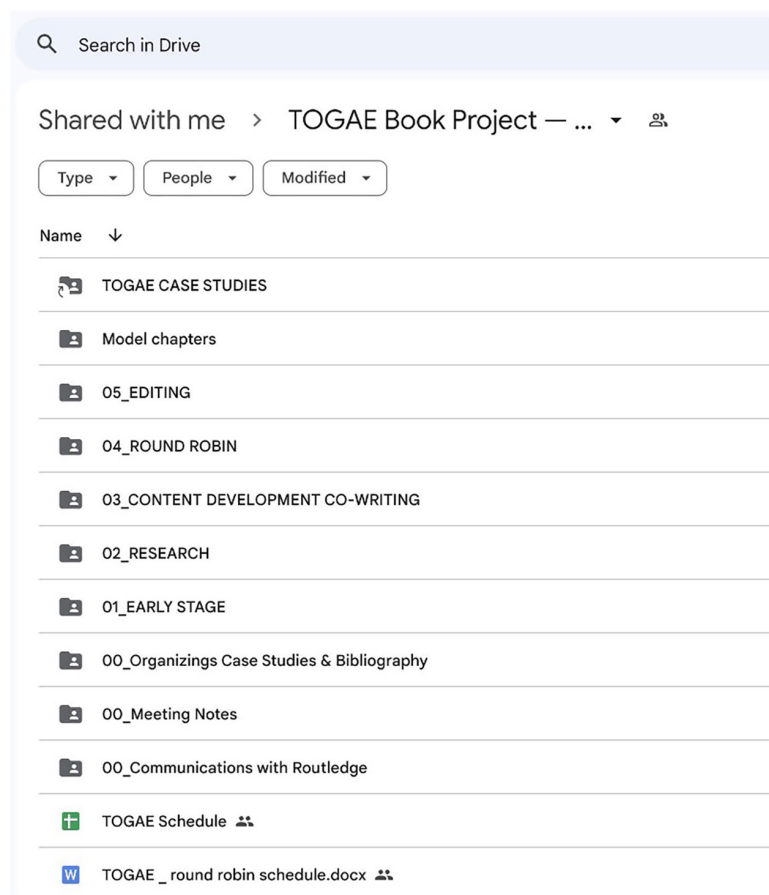
ORGANISING FOR GLOBAL CHANGE

A-B-O-U-T

We call for participants and contributors to join together with the ABC School 2023 to answer the complex problem of how to capture, share, redeploy, and evolve liberatory practices across different scales, contexts and cultures from around the world.

Image 1. The 2023 version of The Architecture Lobby's Architecture Beyond Capitalism School.

Week	Date	Topic	Session	Assignment for next week
1	September 16	Co-writing process	Session 1	Review text and continue discussion
2	September 17	Co-writing process	Session 2	Review text and continue discussion
3	September 18	Co-writing process	Session 3	Review text and continue discussion
4	September 19	Co-writing process	Session 4	Review text and continue discussion
5	September 20	Co-writing process	Session 5	Review text and continue discussion
6	September 21	Co-writing process	Session 6	Review text and continue discussion
7	September 22	Co-writing process	Session 7	Review text and continue discussion
8	September 23	Co-writing process	Session 8	Review text and continue discussion
9	September 24	Co-writing process	Session 9	Review text and continue discussion
10	September 25	Co-writing process	Session 10	Review text and continue discussion
11	September 26	Co-writing process	Session 11	Review text and continue discussion
12	September 27	Co-writing process	Session 12	Review text and continue discussion
13	September 28	Co-writing process	Session 13	Review text and continue discussion
14	September 29	Co-writing process	Session 14	Review text and continue discussion
15	September 30	Co-writing process	Session 15	Review text and continue discussion
16	October 1	Co-writing process	Session 16	Review text and continue discussion



C-O-A-U-T-H-O-R-I-N-G _ _ O-R-G-A-N-I-Z-I-N-G

Image 2. The weekly writing schedule for "The Organizer's Guide to Architecture Education" (TOGAE).

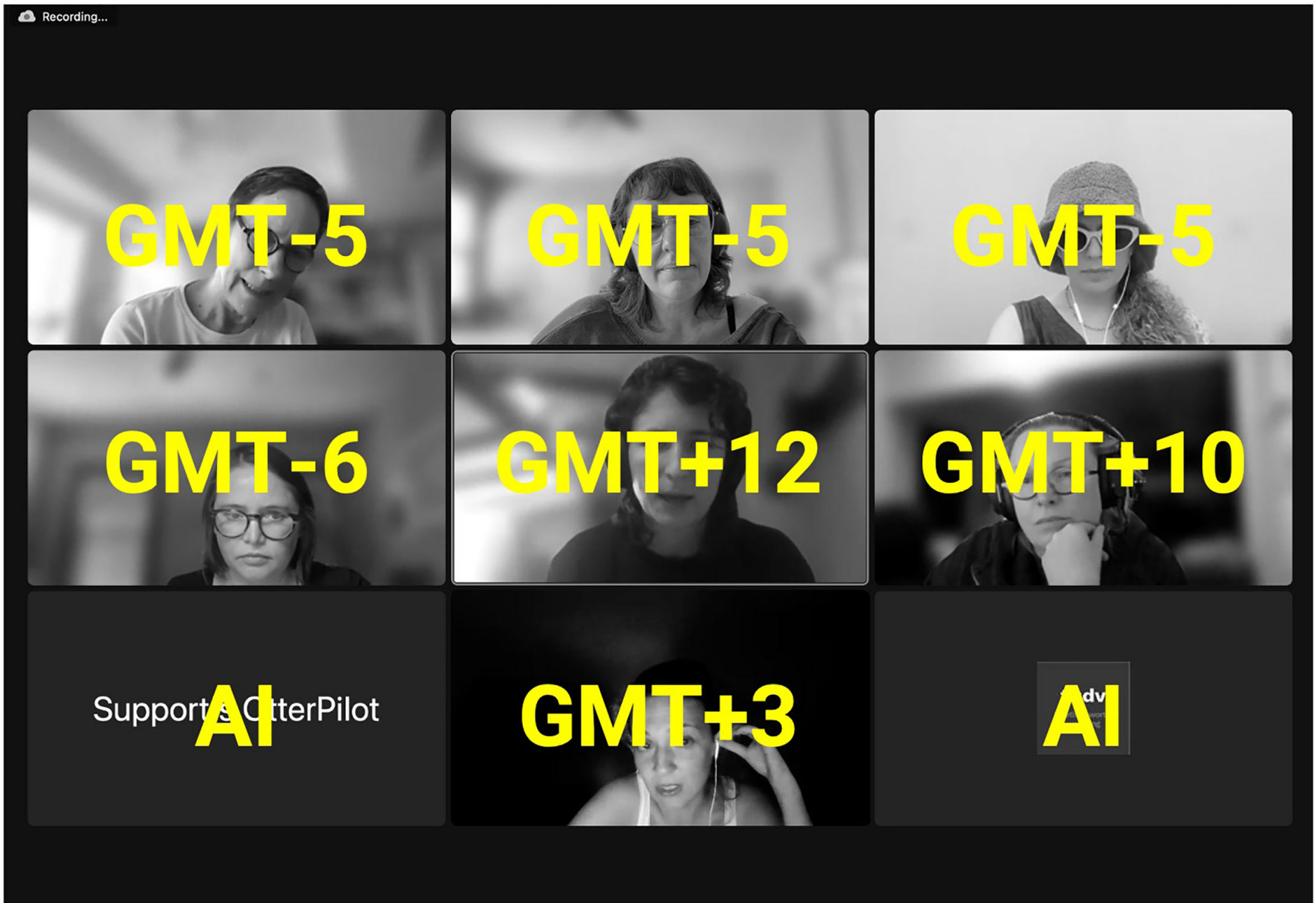


Image 3. Organizing around the different time zones of each co-author.

Round Robins Overview

Sections	RR1 o.a.	RR2 author	RR3 author	RR4 author	RR5 author	RR6 author	RR7 author	RR8 o.a.
Part 1	Kirsten	Andrea	Val	Peggy	Jessica	Tessa	Palmyra	Kirsten
Part 2.1	Palmyra	Kirsten	Andrea	Val	Peggy	Jessica	Tessa	Palmyra
Part 2.2	Tessa	Palmyra	Kirsten	Andrea	Val	Peggy	Jessica	Tessa
Part 2.3	Jessica	Tessa	Palmyra	Kirsten	Andrea	Val	Peggy	Jessica
Part 2.4	Peggy	Jessica	Tessa	Palmyra	Kirsten	Andrea	Val	Peggy
Part 3.1	Val	Peggy	Jessica	Tessa	Palmyra	Kirsten	Andrea	Val
Part 3.2	Andrea	Val	Peggy	Jessica	Tessa	Palmyra	Kirsten	Andrea

C-O-A-U-T-H-O-R-I-N-G __ R-O-U-N-D-R-O-B-I-N

Image 4. The Round Robin schedule for writing each chapter. Each week, a chapter was passed to the next author.

However, incorporating organizing into architectural education will not be quick. Calling for the incorporation of organizing, training, and modeling into architectural education recognizes doesn't imply that the current system cannot be reformed with merely requires a quick fix. The reality is that Architects have never been systematically taught how to teach, leading to the perpetuation of habits—both good and bad—passed down from generation to generation.²² Our aim is to dismantle hierarchies and power dynamics inherent in academic settings while broadening the scope of organizing. From architectural studios to schools of architecture, faculty governance, and the very foundations of knowledge held by universities that serve the nation/state apparatus, we seek to imbue organizational thinking and strategies throughout the educational process.

The question arises: What kind of architectural education do we advocate for? Embracing the heterogeneity and pluralism that defines organizing, we acknowledge that this process takes time. As a diverse writing cohort, we recognize and value the myriad of thoughts, ideas, and experiences that have informed our coauthoring journey. While our seven perspectives may differ, we unanimously agree that architectural education can no longer be confined to producing a monolithic "good designer" creating architecture solely for rich clients and learning only from other architects who perpetuate the same myths about potential fame entering other architects. Our goal is to transcend such limited ambitions and prepare architects to operate and practice in the wider world, beyond the boundaries of traditional architecture. Embracing the heterogeneity and pluralism that defines organizing, we acknowledge that this process will takes time.

The shift we propose challenges the assumption that architectural education primarily serves the interests of developers catering to the affluent, and hence that architecture education prepares future architects for this role. Instead, it We believe we must equip architects to navigate and contribute to various fields and societal contexts. Organizing becomes the transformative force that empowers architects to enact change not only within the profession but also on a global scale. By breaking free from siloed thinking and embracing the diverse complexities of organizing, architectural education will truly fulfill its potential in shaping the future of our built environment.

C-O-A-U-T-H-O-R-I-N-G __ E-D-I-T-I-N-G

The screenshot shows a vertical stack of comments on a social media platform. At the top, a comment from Tessa Forde (11:32 PM Sep 5) says "Nice". Below it, a comment from Palmyra Geraki (4:27 PM Aug 12) has a "Delete" button and the text: "Delete: 'Embracing the heterogeneity and pluralism that defines organizing, we acknowledge that this process ...'". The next comment is from Peggy Deamer (7:15 AM Sep 10), which is highlighted with a white background and includes a "Delete" button and the text: "Delete: 'As a diverse writing cohort, we recognize and value the myriad of thoughts, ideas, and experiences t...'". Below this is a text input field with the placeholder "Reply or add others with @". Further down, another comment from Peggy Deamer (7:15 AM Sep 10) says "Add: 'seven'". At the bottom, a comment from Tessa Forde (11:32 PM Sep 5) asks "What do we mean by this?".

Image 5. The co-authoring process and layout. Thoughts and execution using the "stack" method.

SYSTEMS OF TIME

Introduce architecture's atemporality and siloization as a fundamental barrier to disciplinary change.

Speculate on architecture (education) that builds-in appreciations of *systems of time*:

- _ life cycle / impact tracing
- _ failure / success (re-)definition
- _ prediction / sunset strategy

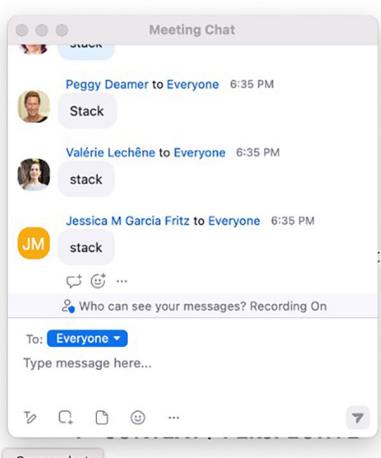
What are we organizing architecture towards? expanded field

OF INFLUENCE (AND INTERDEPENDENCE)

Propose directions and methods for architecture's *organizing*.

Synthesize architecture's challeng-ed / -ing territories:

- _ (internal) labor and valuation
- _ (external) capitalism and climate crises
- _ (global) humanism and subjectivity



Call to understand* / engage *systems of influence (and interdependence)*:

- _ non-profit organizations
- _ governments
- _ unions
- _ communities
- _ (alternates w/in) capitalism
- *HIERARCHICAL

practices COMMUNICATIONS

how do we get there?

OF COMMUNICATIONS

Teach tools for movement building.

Connect *organizing* to communications*:

- _ Recognize architecture as meaningful (and beyond post-structuralism).
- _ Introduce language as impact and push architecture to develop its public voice / outreach.

*NON-HIERARCHICAL

2 - ANALYSIS

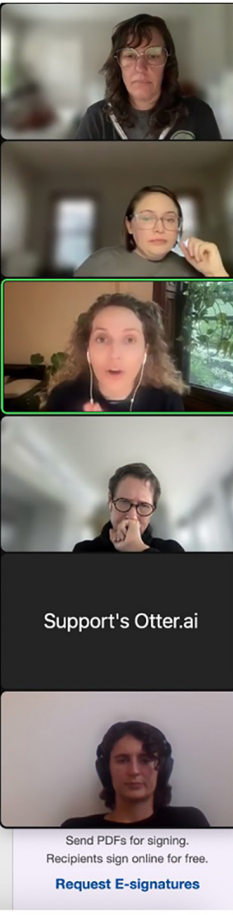
Case Study:

- _ SETS
- _ power mapping (for strategic entry)

3 - ACTION

Case Study:

- _ science of learning / teaching teachers
- _ strategies for motivating collective action
- _ storytelling(+) techniques



C-O-A-U-T-H-O-R-I-N-G ___ R-E-S-E-A-R-C-H

Image 6. Building consensus in our arguments, thoughts, and execution using the "stack" method.