

# Coauthoring “The Organizer’s Guide to Architecture Education”

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Collaborator: Routledge Publishing

*School of Architecture*

*Keywords: Co-authoring, Organizing, Architecture Education*

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“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

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# 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	Contributors / Times when people are long
1	09/16/23	Part 1: Intro (Intro, Intro 2)	Intro 1	Intro 1	AD + AD to get Part 1 stuff started, others to contribute
2	09/23/23	Part 1: Intro (Intro, Intro 2)	Intro 2	Intro 2	Intro 2
3	09/30/23	Part 2: Intro (Intro, Intro 2)	Intro 3	Intro 3	Intro 3
4	10/07/23	Part 2: Intro (Intro, Intro 2)	Intro 4	Intro 4	Intro 4
5	10/14/23	Part 2: Intro (Intro, Intro 2)	Intro 5	Intro 5	Intro 5
6	10/21/23	Part 2: Intro (Intro, Intro 2)	Intro 6	Intro 6	Intro 6
7	10/28/23	Part 2: Intro (Intro, Intro 2)	Intro 7	Intro 7	Intro 7
8	11/04/23	Part 2: Intro (Intro, Intro 2)	Intro 8	Intro 8	Intro 8
9	11/11/23	Part 2: Intro (Intro, Intro 2)	Intro 9	Intro 9	Intro 9
10	11/18/23	Part 2: Intro (Intro, Intro 2)	Intro 10	Intro 10	Intro 10
11	11/25/23	Part 2: Intro (Intro, Intro 2)	Intro 11	Intro 11	Intro 11
12	12/02/23	Part 2: Intro (Intro, Intro 2)	Intro 12	Intro 12	Intro 12
13	12/09/23	Part 2: Intro (Intro, Intro 2)	Intro 13	Intro 13	Intro 13
14	12/16/23	Part 2: Intro (Intro, Intro 2)	Intro 14	Intro 14	Intro 14
15	12/23/23	Part 2: Intro (Intro, Intro 2)	Intro 15	Intro 15	Intro 15
16	12/30/23	Part 2: Intro (Intro, Intro 2)	Intro 16	Intro 16	Intro 16
17	01/06/24	Part 2: Intro (Intro, Intro 2)	Intro 17	Intro 17	Intro 17
18	01/13/24	Part 2: Intro (Intro, Intro 2)	Intro 18	Intro 18	Intro 18
19	01/20/24	Part 2: Intro (Intro, Intro 2)	Intro 19	Intro 19	Intro 19
20	01/27/24	Part 2: Intro (Intro, Intro 2)	Intro 20	Intro 20	Intro 20
21	02/03/24	Part 2: Intro (Intro, Intro 2)	Intro 21	Intro 21	Intro 21
22	02/10/24	Part 2: Intro (Intro, Intro 2)	Intro 22	Intro 22	Intro 22
23	02/17/24	Part 2: Intro (Intro, Intro 2)	Intro 23	Intro 23	Intro 23
24	02/24/24	Part 2: Intro (Intro, Intro 2)	Intro 24	Intro 24	Intro 24
25	03/02/24	Part 2: Intro (Intro, Intro 2)	Intro 25	Intro 25	Intro 25
26	03/09/24	Part 2: Intro (Intro, Intro 2)	Intro 26	Intro 26	Intro 26
27	03/16/24	Part 2: Intro (Intro, Intro 2)	Intro 27	Intro 27	Intro 27
28	03/23/24	Part 2: Intro (Intro, Intro 2)	Intro 28	Intro 28	Intro 28
29	03/30/24	Part 2: Intro (Intro, Intro 2)	Intro 29	Intro 29	Intro 29
30	04/06/24	Part 2: Intro (Intro, Intro 2)	Intro 30	Intro 30	Intro 30
31	04/13/24	Part 2: Intro (Intro, Intro 2)	Intro 31	Intro 31	Intro 31
32	04/20/24	Part 2: Intro (Intro, Intro 2)	Intro 32	Intro 32	Intro 32
33	04/27/24	Part 2: Intro (Intro, Intro 2)	Intro 33	Intro 33	Intro 33
34	05/04/24	Part 2: Intro (Intro, Intro 2)	Intro 34	Intro 34	Intro 34
35	05/11/24	Part 2: Intro (Intro, Intro 2)	Intro 35	Intro 35	Intro 35
36	05/18/24	Part 2: Intro (Intro, Intro 2)	Intro 36	Intro 36	Intro 36
37	05/25/24	Part 2: Intro (Intro, Intro 2)	Intro 37	Intro 37	Intro 37
38	06/01/24	Part 2: Intro (Intro, Intro 2)	Intro 38	Intro 38	Intro 38
39	06/08/24	Part 2: Intro (Intro, Intro 2)	Intro 39	Intro 39	Intro 39
40	06/15/24	Part 2: Intro (Intro, Intro 2)	Intro 40	Intro 40	Intro 40
41	06/22/24	Part 2: Intro (Intro, Intro 2)	Intro 41	Intro 41	Intro 41
42	06/29/24	Part 2: Intro (Intro, Intro 2)	Intro 42	Intro 42	Intro 42
43	07/06/24	Part 2: Intro (Intro, Intro 2)	Intro 43	Intro 43	Intro 43
44	07/13/24	Part 2: Intro (Intro, Intro 2)	Intro 44	Intro 44	Intro 44
45	07/20/24	Part 2: Intro (Intro, Intro 2)	Intro 45	Intro 45	Intro 45
46	07/27/24	Part 2: Intro (Intro, Intro 2)	Intro 46	Intro 46	Intro 46
47	08/03/24	Part 2: Intro (Intro, Intro 2)	Intro 47	Intro 47	Intro 47
48	08/10/24	Part 2: Intro (Intro, Intro 2)	Intro 48	Intro 48	Intro 48
49	08/17/24	Part 2: Intro (Intro, Intro 2)	Intro 49	Intro 49	Intro 49
50	08/24/24	Part 2: Intro (Intro, Intro 2)	Intro 50	Intro 50	Intro 50
51	08/31/24	Part 2: Intro (Intro, Intro 2)	Intro 51	Intro 51	Intro 51
52	09/07/24	Part 2: Intro (Intro, Intro 2)	Intro 52	Intro 52	Intro 52
53	09/14/24	Part 2: Intro (Intro, Intro 2)	Intro 53	Intro 53	Intro 53
54	09/21/24	Part 2: Intro (Intro, Intro 2)	Intro 54	Intro 54	Intro 54
55	09/28/24	Part 2: Intro (Intro, Intro 2)	Intro 55	Intro 55	Intro 55
56	10/05/24	Part 2: Intro (Intro, Intro 2)	Intro 56	Intro 56	Intro 56
57	10/12/24	Part 2: Intro (Intro, Intro 2)	Intro 57	Intro 57	Intro 57
58	10/19/24	Part 2: Intro (Intro, Intro 2)	Intro 58	Intro 58	Intro 58
59	10/26/24	Part 2: Intro (Intro, Intro 2)	Intro 59	Intro 59	Intro 59
60	11/02/24	Part 2: Intro (Intro, Intro 2)	Intro 60	Intro 60	Intro 60
61	11/09/24	Part 2: Intro (Intro, Intro 2)	Intro 61	Intro 61	Intro 61
62	11/16/24	Part 2: Intro (Intro, Intro 2)	Intro 62	Intro 62	Intro 62
63	11/23/24	Part 2: Intro (Intro, Intro 2)	Intro 63	Intro 63	Intro 63
64	11/30/24	Part 2: Intro (Intro, Intro 2)	Intro 64	Intro 64	Intro 64
65	12/07/24	Part 2: Intro (Intro, Intro 2)	Intro 65	Intro 65	Intro 65
66	12/14/24	Part 2: Intro (Intro, Intro 2)	Intro 66	Intro 66	Intro 66
67	12/21/24	Part 2: Intro (Intro, Intro 2)	Intro 67	Intro 67	Intro 67
68	12/28/24	Part 2: Intro (Intro, Intro 2)	Intro 68	Intro 68	Intro 68
69	01/04/25	Part 2: Intro (Intro, Intro 2)	Intro 69	Intro 69	Intro 69
70	01/11/25	Part 2: Intro (Intro, Intro 2)	Intro 70	Intro 70	Intro 70
71	01/18/25	Part 2: Intro (Intro, Intro 2)	Intro 71	Intro 71	Intro 71
72	01/25/25	Part 2: Intro (Intro, Intro 2)	Intro 72	Intro 72	Intro 72
73	02/01/25	Part 2: Intro (Intro, Intro 2)	Intro 73	Intro 73	Intro 73
74	02/08/25	Part 2: Intro (Intro, Intro 2)	Intro 74	Intro 74	Intro 74
75	02/15/25	Part 2: Intro (Intro, Intro 2)	Intro 75	Intro 75	Intro 75
76	02/22/25	Part 2: Intro (Intro, Intro 2)	Intro 76	Intro 76	Intro 76
77	02/29/25	Part 2: Intro (Intro, Intro 2)	Intro 77	Intro 77	Intro 77
78	03/06/25	Part 2: Intro (Intro, Intro 2)	Intro 78	Intro 78	Intro 78
79	03/13/25	Part 2: Intro (Intro, Intro 2)	Intro 79	Intro 79	Intro 79
80	03/20/25	Part 2: Intro (Intro, Intro 2)	Intro 80	Intro 80	Intro 80
81	03/27/25	Part 2: Intro (Intro, Intro 2)	Intro 81	Intro 81	Intro 81
82	04/03/25	Part 2: Intro (Intro, Intro 2)	Intro 82	Intro 82	Intro 82
83	04/10/25	Part 2: Intro (Intro, Intro 2)	Intro 83	Intro 83	Intro 83
84	04/17/25	Part 2: Intro (Intro, Intro 2)	Intro 84	Intro 84	Intro 84
85	04/24/25	Part 2: Intro (Intro, Intro 2)	Intro 85	Intro 85	Intro 85
86	05/01/25	Part 2: Intro (Intro, Intro 2)	Intro 86	Intro 86	Intro 86
87	05/08/25	Part 2: Intro (Intro, Intro 2)	Intro 87	Intro 87	Intro 87
88	05/15/25	Part 2: Intro (Intro, Intro 2)	Intro 88	Intro 88	Intro 88
89	05/22/25	Part 2: Intro (Intro, Intro 2)	Intro 89	Intro 89	Intro 89
90	05/29/25	Part 2: Intro (Intro, Intro 2)	Intro 90	Intro 90	Intro 90
91	06/05/25	Part 2: Intro (Intro, Intro 2)	Intro 91	Intro 91	Intro 91
92	06/12/25	Part 2: Intro (Intro, Intro 2)	Intro 92	Intro 92	Intro 92
93	06/19/25	Part 2: Intro (Intro, Intro 2)	Intro 93	Intro 93	Intro 93
94	06/26/25	Part 2: Intro (Intro, Intro 2)	Intro 94	Intro 94	Intro 94
95	07/03/25	Part 2: Intro (Intro, Intro 2)	Intro 95	Intro 95	Intro 95
96	07/10/25	Part 2: Intro (Intro, Intro 2)	Intro 96	Intro 96	Intro 96
97	07/17/25	Part 2: Intro (Intro, Intro 2)	Intro 97	Intro 97	Intro 97
98	07/24/25	Part 2: Intro (Intro, Intro 2)	Intro 98	Intro 98	Intro 98
99	07/31/25	Part 2: Intro (Intro, Intro 2)	Intro 99	Intro 99	Intro 99
100	08/07/25	Part 2: Intro (Intro, Intro 2)	Intro 100	Intro 100	Intro 100

- TOGAE CASE STUDIES
- Model chapters
- 05\_EDITING
- 04\_ROUND ROBIN
- 03\_CONTENT DEVELOPMENT CO-WRITING
- 02\_RESEARCH
- 01\_EARLY STAGE
- 00\_Organizings Case Studies & Bibliography
- 00\_Meeting Notes
- 00\_Communications with Routledge
- TOGAE Schedule
- TOGAE\_round robin schedule.docx

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).

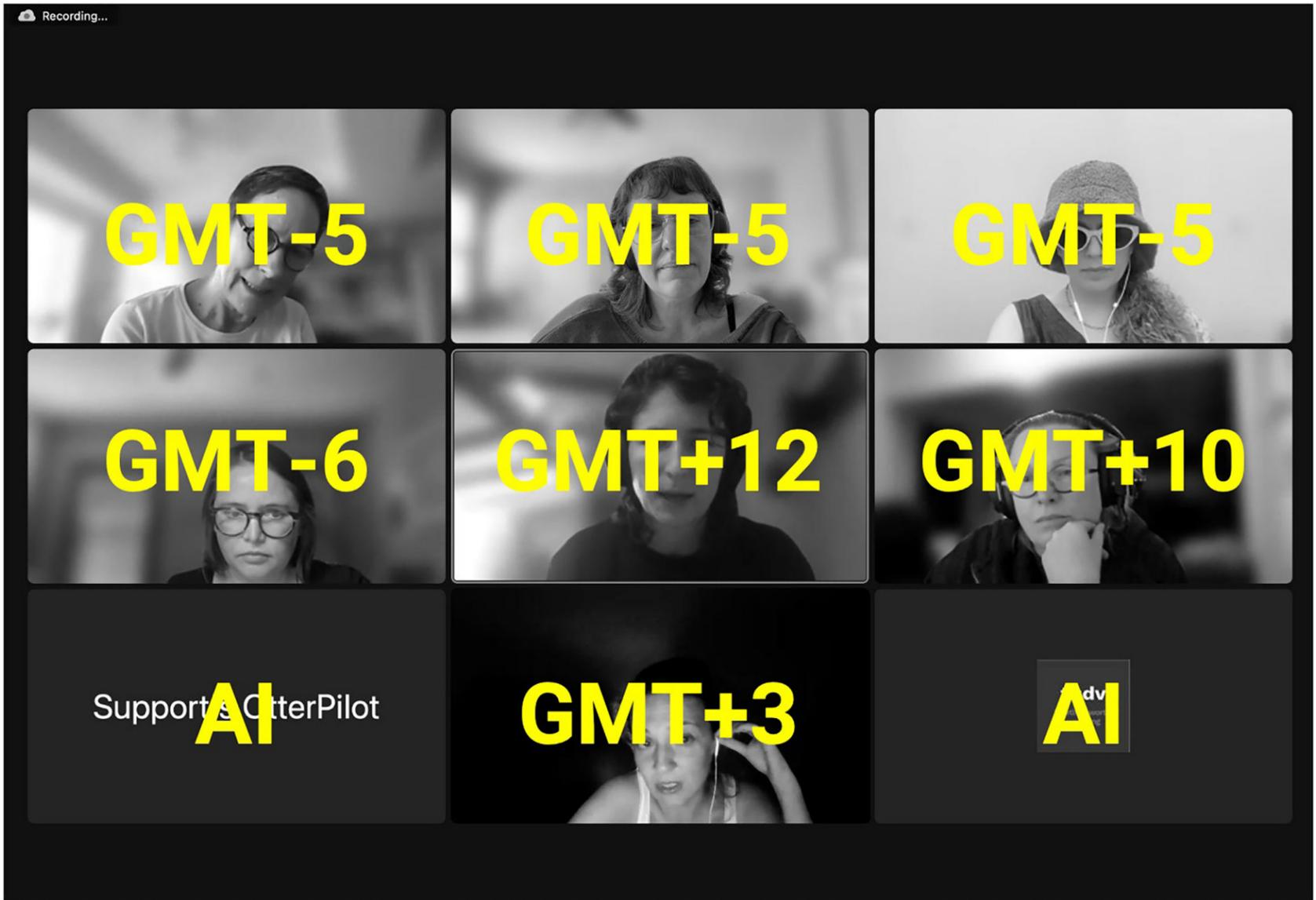


Image 3. Organizing around the different time zones of each co-author.

**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.<sup>22</sup> 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 Slack conversation with the following messages:

- Tessa Forde** (11:32 PM Sep 5): Nice
- Palmyra Geraki** (4:27 PM Aug 12): **Delete:** "Embracing the heterogeneity and pluralism that defines organizing, we acknowledge that this process ..."
- peggy deamer** (7:15 AM Sep 10): **Delete:** "As a diverse writing cohort, we recognize and value the myriad of thoughts, ideas, and experiences t..."
- peggy deamer** (7:15 AM Sep 10): **Add:** "seven"
- Tessa Forde** (11:32 PM Sep 5): What do we mean by this?

At the bottom of the conversation, there is a text input field with the placeholder text: "Reply or add others with @".

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

**practices COMMUNICATIONS** how do we get there?

**OF COMMUNICATIONS**

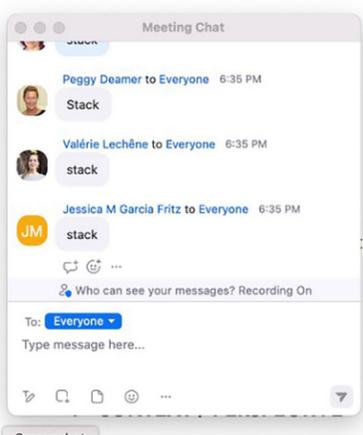
Teach tools for movement building.

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



Meeting Chat

Peggy Deamer to Everyone 6:35 PM  
Stack

Valérie Lechêne to Everyone 6:35 PM  
stack

Jessica M Garcia Fritz to Everyone 6:35 PM  
stack

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

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

\*HIERARCHICAL

Case Study:

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

**3 - ACTION**

Case Study:

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

**2 - ANALYSIS**



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.