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# NEW RULES

## FOR A GENEROUS SCHOOL OF ARCHITECTURE

In our current time, when decarbonising the construction industry is such an urgent task, architecture – from education to building protocols – must embrace this moment of tension to re-emerge as a re-invented discipline,



pushing against both the destructive nature of the construction industry and the nefarious rising narrative of the green-washing patriarchy.

A PAGE MUST BE TURNED,  
AND NEW RULES CRAFTED  
TOWARDS

## NON-EXTRACTIVE FUTURES.

ARCHITECTURE, AT THIS POINT IN TIME, HAS FAILED  
TO ADDRESS AND PIVOT THE IMPENDING ECOLOGICAL  
AND SOCIAL CATASTROPHE

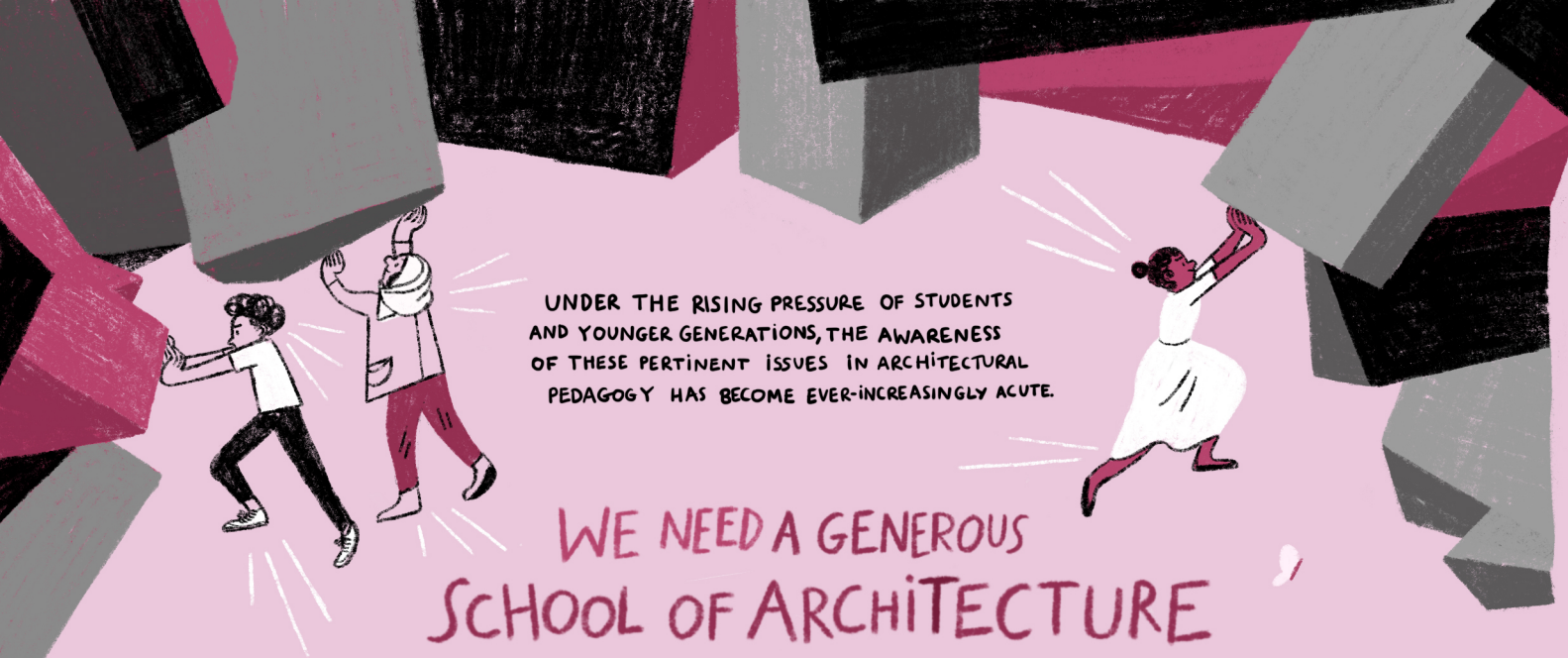
As a profession, architecture remains largely at the service of an industry that holds responsibility for 40% of global carbon emissions. The profession is yet to reach the necessary reflective consciousness needed to reform itself, as the bankruptcy of the modern project has been exposed in plain sight.

DESPITE CLAIMS TO EMBRACE  
"TRANSDISCIPLINARY" APPROACHES,  
ARCHITECTURE AND PLANNING HOLD  
ONTO EXCLUSIONARY EXPERTISE  
ON HOW TO CONSTRUCT AND WHAT TO BUILD,  
ENTIRELY DISMISSIVE OF "OTHER"  
KNOWLEDGES.

The office is paradigmatic of these limitations, as apart from the odd landscape architect and structural engineer, the bulk of design decisions remains with the architect.

IT IS HIGH TIME FOR THE MODEL OF A DESIGN OFFICE BASED ON  
THE MODERNIST MALE GENIUS TO BE REVISED AS IT STANDS IN THE WAY  
OF THE INTERDISCIPLINARY, COLLABORATIVE, AND COLLECTIVE  
ENDEAVOURS NECESSARY TO TACKLE THE CLIMATE AND SOCIAL  
EMERGENCY.





UNDER THE RISING PRESSURE OF STUDENTS AND YOUNGER GENERATIONS, THE AWARENESS OF THESE PERTINENT ISSUES IN ARCHITECTURAL PEDAGOGY HAS BECOME EVER-INCREASINGLY ACUTE.

## WE NEED A GENEROUS SCHOOL OF ARCHITECTURE

THE RISE OF PRACTICES PUSHING FOR SOCIAL AGENDAS IN THE BUILT ENVIRONMENT POINTS AT THE NEED TO ELIMINATE THE **THEORY-PRACTICE SPLIT**, AND THE DICHOTOMY BETWEEN THOSE WHO BUILD AND THOSE WHO DON'T, AS IT QUESTIONS THE VERY ESSENCE OF WHAT IT MEANS TO BE AN ARCHITECT—AND HOW TO EDUCATE ONE.



RISK-TAKING SPATIAL PRACTITIONERS  
MENDING PROFESSORS  
STRUCTURAL ACTIVISTS  
DESIGN COOPERATIVES  
UNCOMPROMISING EDUCATORS  
RADICAL ARCHIVISTS  
POLITICALLY ENGAGED DESIGNERS  
HARMLESS ENGINEERS  
CRITICAL THEORETICIANS  
QUEER THINKERS  
REPAIR COLLECTIVES  
SOCIAL POLICY WHISPERERS  
INTERSECTIONAL HISTORIANS

If there is any hope of designing ourselves out of the climate crisis towards a truly sustainable future, deep-rooted in gender equality, social and spatial justice, architecture education needs to challenge itself through taking risks and borrowing actively from all other disciplines – and not just the noble and neighboring ones, but from those of the most pragmatic, modest, radical, political and hands-on spatial practices – from biology to care work in the built environment.



IF IT IS TRUE THERE IS NO UNTAINTED LOCALITY TO REINHABIT, IT IS TIME TO LET GO OF MASTERY TO ALLOW FOR AN ALTERNATIVE PROFESSION OF ARCHITECTURE, ONE THAT BUILDS CAPACITY BY AGGREGATING KNOWLEDGES TOWARD CONSTRUCTING NON-DESTRUCTIVE AND VIABLE SPACES FOR LIFE.