

## Aarhus School of Architecture // Design School Kolding // Royal Danish Academy

### Editorial

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**EAAE News Sheet**

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#### **EAAE News Sheet**

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#### **Contributions to EAAE News Sheet**

Contributions to the News Sheet are always welcome, and should be sent to the editor, who reserves the right to select material for publication. Contributions might include conference reports, notice of future events, job announcements and other relevant items of news or content. The text should be available in French and English, unformatted, on either disk or as an e-mail enclosure.

#### **Contribution AEEA News Sheet**

*Les contributions au News Sheet sont toujours bienvenues.*

*Elles doivent être envoyées à l'éditeur, qui décidera de leur publication.*

*Contributions d'intérêt: rapports de conférences, événements à venir, postes mis au concours, et d'autres nouvelles en bref sur la formation architecturale. Les critères à suivre sont: Les textes doivent être en Français et en Anglais, en forme d'un document de texte non formaté, qui peut être attaché à un e-mail ou être envoyé en forme d'une disquette.*

#### **News Sheet deadlines**

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EAAE Prize Workshop 2003-2005

From left to right: Alberto Pérez-Gómez, Juhani Pallasmaa, Peter MacKeith and Per Olaf Fjeld

## Editorial

News Sheet Editor - Anne Elisabeth Toft

### Dear Reader

This issue of the EAAE News Sheet provides information about the EAAE's activities in the spring of 2005. At the same time a review is given of some of the organisation's many activities in 2004. The magazine features among other things three reports describing the **Meeting of Heads of European Schools of Architecture**, the EAAE conference **The European City. Architectural Interventions and Urban Transformations**, and the **EAAE Prize Workshop**.

On page 6 EAAE Vice-President **Per Olaf Fjeld** (Norway) talks about the **7th Meeting of Heads of European Schools of Architecture**. The meeting gathered more than 100 deans, rectors, and programme- and exchange co-ordinators and took place in Chania on the island of Crete, Greece, from 4 to 7 September 2004. This year the Meeting had the heading **Shaping Architectural Curricula for the European Higher Education Area** and focused on the curriculum and in particular on its structure and the contents of studies. As in all of the previous years, the event was supported by the **Centre for Mediterranean Architecture (CMA)** and was hosted at the 'Arsenali', the recently rehabilitated building of the Centre.

On page 9 EAAE Project Leader **Leen van Duin** (The Netherlands) and **François Claessens** (The Netherlands) informs of the conference **The European City. Architectural Interventions and Urban Transformations**. This conference aimed at investigating "(...) the role and impact of the architectural projects on the formal identity of the European city."<sup>1</sup>

The conference which took place from 27-30 October 2004 was jointly organised by the **Delft University of Technology**, the Netherlands, and the **Higher Institute of Architectural Sciences Henry van de Velde** in Antwerp, Belgium.

**Are Risto Øyasæter**, Vice-Dean at the Norwegian University of Science and Technology in Trondheim, Norway, was one of 60 people who attended the **EAAE Prize Workshop** in Copenhagen, Denmark. The Workshop took place from 25-27 November 2004 and was hosted by the **Royal Danish Academy of Fine Arts** in

### Cher lecteur

*Le présent Bulletin de l'AEEA vous informe des activités prévues pour ce printemps 2005. Nous profitons aussi de ce début d'année pour vous rappeler quelques-unes des activités qui ont marqué l'année 2004. Parmi bien d'autres éléments d'intérêt, notre Bulletin vous présente trois rapports, sur la **Conférence des Directeurs des Ecoles d'Architecture d'Europe**, sur la **Conférence de l'AEEA intitulée The European City. Architectural interventions and Urban Transformations** ainsi que l'**Atelier du Prix de l'AEEA**.*

*Le vice-président de l'AEEA, **Per Olaf Fjeld** (Norvège), nous rapporte ses impressions sur la **7e Conférence des Directeurs des Ecoles d'Architecture d'Europe** en page 6. Ce meeting a réuni une bonne centaine de doyens, recteurs, coordinateurs de programmes et d'échanges à Chania, en Grèce sur l'Île de Crète, du 4 au 7 septembre 2004. La Conférence de cette année, intitulée **Shaping Architectural Curricula for the European Higher Education Area**, s'est focalisée sur le curriculum, notamment sa structure, et sur le contenu de l'enseignement. Comme toutes les années précédentes, cet événement, supporté par le **Centre méditerranéen d'Architecture (CMA)**, s'est tenu à l'"Arsenali", dans le bâtiment récemment rénové du Centre.*

*En page 9, les Chefs de Projet de l'AEEA **Leen van Duin** (Pays-Bas) et **François Claessens** (Pays-Bas) vous informent sur la **Conférence The European City. Architectural Interventions and Urban Transformations**. Cette Conférence a pour but d'investiguer "(...) le rôle et l'impact des projets architecturaux sur l'identité formelle des cités européennes."<sup>1</sup>*

*Cette Conférence célébrée du 27 au 30 octobre 2004 était organisée par l'**Université technologique de Delft**, Pays-Bas, en collaboration avec l'**Institut Henry van de Velde** à Anvers, Belgique.*

***Are Risto Øyasæter**, vice-doyen de l'Université norvégienne des Sciences et de la Technologie à Trondheim, Norvège, était l'un des 60 participants à l'**Atelier du Prix de l'AEEA** à Copenhague, Danemark. Cet Atelier s'est déroulé du 25 au 27 novembre 2004 à l'**Académie royale danoise des Beaux-arts** de Copenhague. Consultez en page 12 le*



Copenhagen. On page 12 you can read **Are Risto Øyasæter's** report from the workshop. The discussions at the workshop took their starting point in how the "(...) demands of the information society and 'new knowledge' affect the demand for relevant or necessary 'know how' in architectural education."<sup>2</sup>

Keynote speakers at the EAAE Prize Workshop included **Alberto Pérez-Goméz** (Canada), **Peter MacKeith** (USA), **Dagmar Richter** (Germany), **Juhani Pallaasmaa** (Finland) and **Per Olaf Fjeld** (Norway).

EAAE Project Leader **Ebbe Harder** (Denmark) informs that the winner – or winners – of the **EAAE Prize 2003-2005** will be announced in March 2005. The total prize sum is 25,000 Euro. The prize will be awarded in Dublin in the middle of March. The publication stating the prize winning and chosen papers will be published at the same time.

The publication will be sent to all the participants in the competition and to all schools of architecture in Europe, the USA and Canada.

On page 4 EAAE Council Member **Hilde Heynen** (Belgium) is announcing the programme for the EAAE conference **The Rise of the Heterotopia and its Implications for Architectural Education**. This conference – hosted by KULeuven in Belgium – will take place from 27 to 28 May 2005. Keynote speakers at this conference will be: **Paul Rabinow**, **Setha Low**, **Christine Boyer**, **Robert Jan Van Pelt** and **Eyal Weizman**.

**Hansjörg Hilti** is dean at the Hochschule Liechtenstein, School of Architecture.

He was interviewed for the EAAE News Sheet in 2004. Hochschule Liechtenstein, School of Architecture, is the only school of architecture in Liechtenstein. The school, which has been training architects for about forty years, is a small school with approximately 100 students.

On page 17 you can read the interview with **Hansjörg Hilti**. This is the eighth interview in the series of 'Profiles' of European schools of architecture. The series has previously dealt with the following schools of architecture: TU Delft (The

*compte-rendu de Are Risto Øyasæter sur cet Atelier. Les discussions qui ont marqué cet Atelier ont pris leur point de départ sur comment "(...) les exigences de la société de l'information et l'exigence de 'nouvelles connaissances' vont affecter la demande d'un 'savoir-faire' pertinent et nécessaire dans l'enseignement de l'architecture."*<sup>2</sup>

*L'Atelier du Prix de l'AEEA a entre autres accueilli les intervenants Alberto Pérez-Goméz (Canada), Peter MacKeith (USA), Dagmar Richter (Allemagne), Juhani Pallaasmaa (Finlande) et Per Olaf Fjeld (Norvège).*

*Le Chef de Projet de l'AEEA Ebbe Harder (Danemark) nous communique que le nom du ou des Lauréat(s) du Prix de l'AEEA 2003-2005 sera dévoilé en Mars 2005. Les récompenses attribuées s'élèvent à un montant de 25 000 euros. La remise des prix aura lieu à Dublin au milieu du mois de mars. C'est à cette même date que sera publié le recueil des écrits primés et sélectionnés pour le Prix de l'AEEA.*

*Cette publication sera distribuée à tous les participants du Concours ainsi qu'à l'ensemble des Ecoles d'Architecture d'Europe, des USA et du Canada.*

*Hilde Heynen (Belgique), Membre du Conseil de l'AEEA nous dévoile en page 4 le programme de la Conférence de l'AEEA The Rise of the Heterotopia and its Implications for Architectural Education. Cette Conférence, tenue en Belgique à l'Université de Louvain 'KULeuven', attirera du 27 au 28 mai 2005 plusieurs intervenants de renom parmi lesquels : Paul Rabinow, Setha Low, Christine Boyer, Robert Jan Van Pelt et Eyal Weizman.*

*Hansjörg Hilti est doyen de l'Ecole d'Architecture à l'Université de Sciences appliquées du Liechtenstein.*

*Celui-ci a été interviewé en 2004 pour le Bulletin de l'AEEA. L'Ecole d'Architecture de l'Université de Sciences appliquées du Liechtenstein est l'unique école d'architecture du Liechtenstein. Cette Ecole qui forme des architectes depuis quelque 40 ans est un petit établissement comptant une centaine d'étudiants.*

*Nous vous invitons à lire en page 17 l'exclusive interview attribuée par Hansjörg Hilti. Cette interview est la huitième dans notre série de 'Profils' d'Ecoles européennes d'Architecture. Nous vous avons précédemment présenté les Ecoles*

Netherlands); **Politecnico di Milano** (Italy); **KTH Stockholm** (Sweden); **EAPLV, Paris** (France); “**Ion Mincu**” **IMUAU** (Romania); **Tampere University of Technology** (Finland); and the **Moscow Architectural Institute (MARCHI)** (Russia).

Having been “under construction” for several years, the **EAAE website** was remodeled in 2003. Since then it has been fully operational at: [www.eaae.be](http://www.eaae.be)

EAAE Council Member **Ramon Sastre** (Spain) is, however, going to develop and improve the EAAE website in the future. On page 21 he talks about some of the many ideas he has for the website. At the same time he invites the readers of the magazine to write him with advice, suggestions and comments on the structure of the website.

Yours sincerely

Anne Elisabeth Toft

*d'Architecture suivantes : TU Delft (Pays-Bas); Politecnico di Milano (Italie); KTH Stockholm (Suède); EAPLV, Paris (France); Ion Mincu IMUAU (Roumanie), Tampere University of Technology (Finlande) et l'Institut d'Architecture de Moscou (MARCHI) (Russie).*

*“En construction” depuis plusieurs années, le site de l'EAAE a été remodelé en 2003. Il est depuis 100 % opérationnel à l'adresse suivante : [www.eaae.be](http://www.eaae.be)*

*C'est Ramón Sastre (Espagne), Membre du Conseil de l'AEEA, qui se chargera à l'avenir de développer et de parfaire le site de l'EAAE. Il vous confie en page 21 quelques-unes des nombreuses idées qu'il aimerait matérialiser sur le site. Ramón nous invite en même temps à lui faire part de vos conseils, suggestions et commentaires sur la structure du site.*

*Sincèrement*

*Anne Elisabeth Toft*

**Notes and References:**

1. *EAAE News Sheet # 69*, June 2004, p. 5
2. *EAAE News Sheet # 69*, June 2004, p. 13

*Notes et Références:*

1. *Bulletin de l'AEEA # 69*, juin 2004, p. 5
2. *Bulletin de l'AEEA # 69*, juin 2004, p. 13

## **EAAE Conference 2005**

KULeuven, Leuven, Belgium, 27-28 May 2005

### **The Rise of the Heterotopia and Its Implications for Architectural Education**

On Public Space and the Architecture of the Everyday in a Post-Civil Society

This colloquium brings together contributions focusing on the significance of public space today, in view of, on the one hand, recent discourses that lament the 'loss of public space' and, on the other, contrasting opinions that advocate new forms of public space located in private spaces for collective use (shopping malls or sports centers) or in alternative spaces such as wastelands or parking lots. Where there are serious voices warning of the alarming developments in society at large, which seem to threaten the basic assumptions on which democracy and the welfare state are founded, others tend to take a more optimistic position in accepting the challenge to design for new programmes in the realm of leisure, sports, shopping or transportation.

The concept of the heterotopia - a notion introduced by Michel Foucault in the late sixties, very conspicuously underdeveloped in his own work, however, - takes on a new urgency and relevance in light of contemporary developments and the ensuing debate on public space. The concept of heterotopia offers the opportunity to both recapitulate and redirect the ongoing debate on several themes, which will be dealt with in plenary and parallel sessions of the colloquium.

The call for papers evoked more than 70 abstracts, only half of which have been accepted for presentation. **Paul Rabinow, Setha Low, Christine Boyer, Robert Jan Van Pelt and Eyal Weizman** will act as key-note speakers.

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**EAAE Conference 2005**

KULeuven, Leuven, Belgium, 27-28 May 2005

**The Rise of the Heterotopia  
and Its Implications for Architectural Education**

On Public Space and the Architecture of the Everyday in a Post-Civil Society

**Thursday 26 May 2005,  
Plenary Sessions****14:00 Opening Lecture**Lieven De Cauter, KU Leuven  
Michiel Dehaene, TU Eindhoven**15:00 Keynote Lecture**

Paul Rabinov, UC Berkeley

**16:00 Break****16:30 Plenary Paper**

Marco Cenzati, Harvard University

**17:15 Plenary Paper**

Kathleen Kern, University of Washington

**18:00 Plenary Paper**

Stephen Graham, University of Durham

**Friday 27 May 2005,  
Plenary Sessions****9:00 Keynote Lecture**

Setha Low, CUNY

**10:00 Keynote Lecture**

Christine Boyer, Princeton University

**11:00 Break****11:30 Plenary Paper**

Robert Cowherd, RISD &amp; MIT

**12:15 Plenary Paper**

Stephen Cairns, University of Edinburgh

**Parallel Sessions****14:00 A.1 Urban Activism**

Chair: Hilde Heynen, KU Leuven

- Rosie Ilet
- Gideon Boie & Matthias Pauwels
- Gil Doron
- Alessandro Petti
- Peter Lang

**14:00 B.1 Square, Street, Park**

Chair: Grahame Shane, Columbia University

- Yael Alweill
- Nicholas De Klerk
- Vera Pallamin & R. Lima Zeuler
- Rodrigo Ramos Hospodar Valverde
- Jan Schreurs & Anne Moerman

**14:00 C.1 The Everyday Exotic and the  
Exotic Everyday**

Chair: André Loeckx, KU Leuven

- Suzanne Ewing
- Anne Schram & Kees Doevendans
- Megan Salhus
- Heidi Sohn
- Els Verbakel
- Katrina Simon

**Saturday 28 May 2005****Parallel Sessions****9:00 A.2 Heterotopias of Transition**

Chair: Hilde Heynen, KU Leuven

- Luis M. Diaz
- Maureen Heyns
- Roberto Zancan
- Xavier Guillot
- Els Vervloesem

**9:00 B.2 The Mall / Public vs. Private**

Chair: Grahame Shane, Columbia University

- Douglas Muzzio & Jessica Muzzio
- Jeremy Nemeth & Stephan Schmidt
- Anthony J. Maniscalco
- Clement Orillard

**9:00 C.2 Designing Capitalism ?**

Chair: André Loeckx, KU Leuven

- Mark Dorrian
- Miquel Marti
- Michael Hebbert
- Lee Stickells
- Hugh Bartling

**Plenary Session****14:00 Plenary Paper**

Bruno De Meulder, KU Leuven, TU Eindhoven

**14:45 Keynote Lecture**

Eyal Weizman

**15:30 Break****16:00 Keynote Lecture**

Robert Jan Van Pelt, University of Waterloo

**17:00 Panel Discussion**

Chair : Hilde Heynen, KU Leuven



## The 7th Meeting of Heads of European Schools of Architecture

Chania, Greece, 4-7 September 2004

### EAAE Chania Report 2004

EAAE Vice-President, Per Olaf Fjeld

The *Chania Meeting* remains one of the most important EAAE events. Last year's annual meeting was the 7th of its kind, so we are beginning to have a history. The venue has changed, but many of the same people attend year after year, so the atmosphere is relaxed and friendly. At the same time there is a clear awareness of the importance of such a meeting, and how essential it is to have a broad and active attendance. The fact that the Chania Meeting gathers more than one hundred heads of school from all over Europe is unique.

The agenda contains a formal program and just as important an informal social program that facilitates the making of new acquaintances, individual collegiate conversations and personal reflections. The Chania Meeting is a forum where the questions and concerns that are common to most architectural institutions can be openly discussed, and the local problems of each individual school are left behind for a few days. This creative act would in no way be possible without the continuous work and passion of *Constantin Spiridonidis* and *Maria Voyatzaki* who independent of changing programmes, new presidents and council members have the capacity and hospitality to create an atmosphere that makes a meeting into a meeting place. The 7th meeting was no exception. The town and its people again showed their generosity.

There are always a lot of questions and questioners at the *EAAE Chania Meeting*. This is true both of the preparatory work of each school and in the contents for discussion related to this meeting. This year the topic was *Shaping Architectural Curricula for the European Higher Education Area*.

It was divided into the following sub-themes that were presented in five sessions:

- **Session 1:** Policies and Initiatives towards the European Higher Education Area.
- **Session 2:** Learning Outcomes and Generic Competences for the New Architectural Curricula.
- **General Assembly:** Plans, Projects and Perspectives.

- **Session 3:** Learning Outcomes and Competences Related to the Research in Architecture.
- **Session 4:** Learning Outcomes and Competences Related to the Profession(s) that Emerge from Architectural Education.
- **Session 5:** Shaping Architectural Curricula for the European Higher Education Area.

If the discussions are to reach a certain level of intensity and progression, it is essential that members come to the meetings with some prior knowledge of and reflection on the topic for discussion. The meeting has a tendency to be bogged down with very general questions or the repetition of material and questions that often lead to rather uninteresting discussions and little progress. We have over the past 7 years established a common base of information and knowledge in relation to European architectural schools. This information is important, and it is essential to continue to inform and build upon this common knowledge base, but the meeting must also reach beyond the exchange of existing knowledge and content. To put it very simply: we should not only exchange our existing knowledge and make new agreements on what we have, but should rather creatively open the discussions towards a broader understanding of architectural education and its role in the future. This will require more of us, but the meeting should not miss this opportunity since both the profession and its educational institutions will face new demands.

European schools continue to have great diversity in their pedagogical approach, administrative organization and size, but they also have a cultural diversity due to the many nations involved. This awareness of our differences is very much due to the Chania meetings, and the common database with all the questions and information from each school has altered our rather naive beginnings when we strove towards homogeneity. The Bologna Declaration was important for architectural education. In working towards a common goal for architectural education as a five year study program, it set a bench mark, but Bologna also

made it clear that our strength lies in our diversity. With that in mind, our discussions should also open up to a broader context in the hope that also architecture has the capacity to revitalize its contents to future needs at all levels. Each school must have the ability to state its individual program, to form its own profile, but the overriding goal should be the same for everyone: to increase the quality of architectural education, and, by so doing, to increase the quality of architecture.

One problem that many schools seem to have is a clear curriculum profile, and with a future that will call for even more competition among schools, the need for each school to manifest its own identity can be crucial. What are the content or contents with the capacity to bring forth an identity? This is both a challenging and important question that future meetings should address. A curriculum profile in this sense is not a static image or a final, set program, but more that of a directional identity where certain subjects and skills are given greater priority and have within the resources of the school more room for development.

The EAAE will always search for different instruments with a capacity to both inform and activate its members throughout the year. The *EAAE News Sheet* is such an instrument, and the future goal is to continue to broaden its contents. It is promising to see that the *EAAE Thematic Networks* - Construction, Restoration, Architectural Design, and Urban Design - have begun to play an important role as a communication - and working tool among the different schools.

Some of the *EAAE Thematic Networks* seem to be more vital than others, but they should all be strongly supported both by the EAAE Council and by the schools participating in one or more networks. It is not only an efficient instrument for bringing discussions into the forefront of these meetings, but it strengthens our common base. At the same time it is a great instrument for bringing about a closer and more natural relationship between teacher and student, and exchanges with schools and teachers with the same interests. The *EAAE Thematic Networks* generates an environment for discussion that has the capacity to raise

the quality and depth of content, since the general discussion and the comprehension of prevailing views on education have already been established.

There are two topics that always come up in relation to the Chania meeting. The first is how far architectural education should relate to the immediate demands of the profession, and the other dwells upon academia and architectural research. The relationship between academia and the architectural profession is an ongoing discussion that has a tendency to polarize around the same differences of opinion year after year. It was a great satisfaction to listen to President James Horan in his rather impressive *EAAE General Assembly Report* where he announced that he had contacted the professional organization *ACE* in order to establish a dialogue that will hopefully bring new insight on both sides of the matter. This is a hot subject for the EAAE and opinions are many. There is a general agreement on establishing a formal connection between the two associations in which a mutual dialogue beyond personal opinion will hopefully occur. It will be interesting to follow this dialogue and the types of discussions it will create.

Architectural research and how to define this research in relation to what is considered relevant and what is not continues to be a problem for many. Since more and more financial backing is given to schools that offer programs and produce research work, this is a topic that the EAAE must give priority and concern. Research often requires different types of competences, and often one institution cannot handle the broad spectrum of requirements alone. In contrast to teaching at undergraduate level, research needs another type of relationship - commitment among architectural schools and other institutions - and the profession needs to understand the necessity for a broad range of work. This will require another type of openness and a broader discussion at the Chania meeting. We have not been able to generate a viable and open discussion.

The discussions are often internal, and the input from outside the architectural academia is minimal. There is a clear need for a broader discussion of many aspects of architectural research.

The first keynote lecture was given by *Professor Stanford Anderson*. It had a precision that only his long experience in architectural education can produce. He was asked to speak about his views and reflections on the Bologna Declaration. Yes, we did give him a rather dry topic, but his remarks on the topic were of great importance and at the same time provocative. European architectural education has no excuse not to be good. We still have the freedom to state our own program: a curriculum free from external pressures. We have a cultural and geographical diversity, and there is still the possibility of redefining the content.

The second keynote speaker was *Professor Kas Oosterhuis* who talked about his own work with great passion, as he advised every one of us to follow our architectural desires. His work attempts to free itself from the static and is through computer technology able to present a body of work in which the relationship between the static and the moveable is vitally discussed - an architecture that strives toward a new type of relationship between body and space.

The EAAE Chania meeting is a meeting that all heads of European architectural schools should attend. The meeting continues to be an introduction to an ongoing discussion of how we in the best way possible structure our schools in order to both research our individual and common goals. In the future, the EAAE will continue its attempt to sharpen these discussions beyond our common base, an open dialogue, but also a focus on a more specific search. ■

## The European City. Architectural Interventions and Urban Transformations

Faculty of Architecture, Delft University of Technology, The Netherlands & Henry van de Velde Institute, Antwerp, Belgium. 27 - 30 October 2004

### Report

by François Claessens and EAAE Project Leader Leen van Duin, TU Delft, Faculty of Architecture

In the last days of October the cities of Delft and Antwerp were the scenes of the EAAE conference on the 'European City'. This international conference, jointly organized by the *Delft University of Technology* and the *Higher Institute of Architectural Sciences Henry van de Velde*, focused on the interaction between 'Architectural Interventions & Urban Transformations', both now and in the past.

The organizers of the conference took as their point of departure the statement that 'The history of Western architecture is intimately bound to the development of the European city. From the Antiquity to Gothic times; to the ages of the Renaissance, Baroque and Classicism; to the industrial era, the subsequent urban architectures determined the characteristic composite form of the European city.'

The conference investigated the role and impact of architectural projects on the formal identity of the European city. For this purpose the following questions were asked, 'In what way do architectural interventions contribute to and catalyse the process of transformation and renewal of existing urban areas, both in the past and now? Which are the programmes, typologies and architectural languages that anticipate these continuous processes of urban transformation in Europe? But also; Can the architectural idea of a 'European city' still persist, in a time of ongoing globalisation, or has it by now become an anachronism?'

From the vast amount of submitted abstracts from Europe as well as from the United States, about 50 were selected for presentation as full papers. The paper presentations took place in Delft during the first two days of the conference in 12 parallel sessions grouped according to three major themes:

- typo-morphological studies
- research by design
- theoretical studies.

Papers addressing the first theme contained plan-analytical studies of urban areas in European cities that investigate the coherence between urban morphology and building typology. They addressed questions such as: Which are the typological and morphological elements that characterize the specific form of the European city? How do transformations in urban morphology effect changes in building typologies, and vice versa?

Through case studies the presentations focused on different urban scales and building types: the relation between city and territory; the relation between the urban block and public buildings or dwellings; the morphological development of specific European cities.

Papers on the second theme contained design studies for urban areas in European cities that investigate the spatial potential for transformation and renewal by means of specific design proposals, i.e. 'architectural interventions'. These sessions addressed the following questions; Which building typologies, programmes and architectural languages can contribute to the renewal of urban areas? How can new architectural interventions be related to the existing urban and built structures? The presentations not only showed architectural projects but also urban and landscape projects. The theme 'research by design' was addressed for the first time at the EAAE conference in Delft in 2000. According to the number of entries on this theme, 'research by design' has by now become a steady and accepted form of architectural research at the European schools of architecture.

Paper sessions organized around the third theme investigated the theories, methods and techniques of both urban analysis and architectural design. These sessions dealt with the following questions; Why and how should typo-morphological research be a prerequisite for architectural design? Which are the innovative ideas and techniques in the field of design methodology and design studies? The presentations clearly showed the current dynamics and broadness in the international fields of theory and methodology.

At the end of the first day in Delft, an exhibition was opened entitled *Drawings of the City*.

It showed some of the research conducted at the TU Delft by means of drawing. It showed the different ways in which drawings work as tools in both analysis and design. Drawing not only 'renders future visions intelligible', it can also be considered as a continued mode of recording change or proposing new modes of analysis and presentation', as the curators stated in their introduction to the exhibition.

At the same time a new publication was launched: *OverHolland: Architectural Studies for Dutch Cities*,

the first issue in a series published by the Faculty of Architecture at the TU Delft. The series includes both typo-morphological studies and the question of architectural interventions in the context of Dutch cities. Being published in English, the editors clearly reach out to an international audience; this international conference seemed a perfect moment for this launch.

(for back issues, please contact the publisher: [www.uitgeverijsun.nl](http://www.uitgeverijsun.nl))

The second day of the conference was closed with a reception at the historic town hall at the *Grote Markt* in Delft. The reception was hosted by Alderman Grashoff who presented the plans of the city for the redevelopment of the railway area on the border of the historic city centre, for which a master plan has been developed by the Spanish architect Busquets. At that moment Alderman could not foresee that a few weeks later the plans of the city would get the green light from the Dutch government which granted a large financial support for the project.

During these three days several distinguished keynote speakers addressed the conference:

*Dr. Anne Vernez Moudon* (professor at the University of Washington, Seattle, and president of the International Seminar on Urban Form – ISUF); *Anthony Vidler* (dean of the Cooper Union in New York); *Jo Coenen* (architect and professor in Delft); *Dr. Piet Lombaerde* (professor in Antwerp); and *Bernardo Secchi* (urban planner and professor in Venice).

They reflected on the themes and questions of the conference, both from their experience in architectural practice and from their teaching and research at the university. Although starting from different architectural perspectives, these architects/theorists share the idea that through architectural interventions we continuously shape and re-shape our cities.

On the third day of the conference the participants left early in the morning for a trip to Antwerp. At the *Henry van de Velde* Institute a plenary closing session took place where the chair people of the different sessions formulated and discussed their conclusions with the participants.

This resulted in the following conference declaration:

#### Conference declaration

- 1: Research programmes in schools of architecture must be developed:
  - for the content of the curricula, in particular the Master-courses,
  - to explore the possibilities left to architecture as a discipline.
- 2: The city is synonymous with architecture. Notions as typology and morphology are related to architectural designs that are characterized by continuity, clarity and precision.
- 3: There is nowadays no room for one overall theory of architecture. There is no need either for general urban plans. Typological and morphological research is the way to discover the meaning and logic of new architectural designs.
- 4: Only through concrete architectural projects can the city be transformed into a meaningful configuration of urban spaces and buildings.
- 5: A design is recognized as scientific research if:
  - It is accompanied by a written analysis that includes the various steps in the design process.
  - It indicates a solution for a class of problems and generates new knowledge, or show how existing knowledge can be applied in new designs.
  - It meets such formal standards as: relevance of the subject; importance and definition of the problem; originality of the approach, the arrangement, analysis and processing of the material in relation to the quality of the design; creativity in the field; a critical confrontation of the design with the state of the art; and balance, clarity and brightness of the design.

After lunch an excursion was organized under the inspiring guidance of André Singer, CEO of the development company *Project2* to different sites in and around the city where new architectural projects are realized and future developments are foreseen. Sites visited were:

*The North Emplacement* (by Secchi); *the Royal Entrepot* (by Kollhoff); *the 'Eilandje-Kattendijkdok'* (various realizations in progress); and *Court House* (by Rogers).

After a reception hosted by the Deputy Mayor Van Campenhout at the historic city hall of Antwerp, there was a wonderful farewell dinner at the converted old monastery *Elsenveld*. It was the perfect setting for the closing of four intensive but rewarding days. A lot of new contacts and friends were made and old ones renewed.

Although debates were sharp and opinions were not always on the same lines, everybody agreed that it was an intellectually as well as socially stimulating event. Some participants were already making plans for a follow-up of this conference.

The proceedings of the conference ( $\pm 500$ pages) are available from the end of February. ■

## EAAE Prize 2003-2005 - Workshop

KA, Copenhagen, Denmark, 25-27 November, 2004

### Report

Associate Professor, Vice-Dean, Are Risto Øyasæter, Norwegian University of Science and Technology, Trondheim, Norway

Sixty people attended the *EAAE prize 2003-2005 Workshop* hosted by *The Royal Danish Academy of Fine Arts* in Copenhagen, November 25-27, 2004.

Close to 80 architects from 23 countries had taken part in the competition sponsored by the Danish window manufacturer VELUX. Teachers from schools of architecture throughout Europe, the USA and Canada had been invited to submit their answers to the question of how the information society will affect the demand for relevant knowledge and innovation in schools of architecture. "The architects of tomorrow will have to navigate through masses of new information. This means that a traditional architectural education is no longer adequate," Ebbe Harder, coordinator of the project and research director at the Royal Danish Academy of Fine Arts, states in the last number of the *EAAE News Sheet*.

The idea of the workshop was to offer 10 selected papers the opportunity to be presented to the international jury members, and to receive feedback on the papers, allowing the participants to further develop the papers before the winners of the competition are announced in March 2005.

The workshop was organized with half-hour presentations followed by half an hour of discussion and commenting from the jury members on topics raised. This workshop structure proved to be overall very successful. It allowed for topics on architectural education, both educational content and pedagogical profile, to be addressed and discussed.

The selected ten papers differed in topic, content and quality. It will be interesting to see how the workshop will influence the final results of the papers. I am convinced the papers will form an important collection of perspectives on architectural education in the information society. Other EAAE events, such as the conferences in Chania, often address and discuss structural issues of the heterogenic body of architectural educations, where this workshop succeeded in addressing more philosophical issues on the content of architectural education.

The 10 selected papers addressed a wide range of topics. There were four papers from the USA, one from Canada, and five from different European

countries, written by four female and seven male authors.

The workshop proceeded over a two-day period of lecture time, presentation of papers and discussions. The mixture of key-note speeches by the members of the international jury, and presentations and discussion of papers, created an interesting and concentrated atmosphere that could cope with the diversity of topics as well as their level of investigation. This structure did not give time for deep reflection, but rather raised a lot of questions.

The jury consisted of the following members: *Dagmar Richter*, Germany/USA; *Juhani Pallasmaa*, Finland; *Alberto Pérez-Gómez*, Canada; *Peter MacKeith*, USA; and *Per Olaf Fjeld*, Norway.

*Per Olaf Fjeld*, chairman of the jury, had called his introduction to the workshop *A Revitalization of Architectural Consciousness*. He started out by stating how little we know about each other's schools. His point that architectural research has not eased the search for content and philosophy is interesting. He sees the profession's need for reflection and experiment from the academic body as stronger than ever. One of his major points was that the differentiation between simulation and representation is an underlying discussion for today's architectural education.

Architectural education demands creativity, concentration and intuition. How are these themes challenged by the desire of the computer age for exactness and precision? The computer world does not provide direction or content for a curriculum. In which ways do the schools make their own relevant choices of this? Is it a threat in architectural education that we take creativity for granted because of information possibilities?

*Alberto Pérez-Gómez* had named his key note speech *Ethics and Poetics in Architectural Education*. In his highly appreciated lecture, Pérez-Gómez pointed out the relation between ethics and process. He found it naive to describe architecture as a sequence of building types, as if we live at the end of progress. Good architecture is rather addressed as a place for participation in meaningful action. It manifests itself as event. This view includes the whole human being as part of this "wholeness", just as we sense gravitation. Therefore it also includes language and theory.

Education must consist of both practice and critical thinking. The role of the wise practitioners is essential and should represent professional thinking grounded in cultural concern. For critical thinking, both dialogue and debate are crucial. Other aspects of interest in his lecture are the avoidance of what he called "the specialized barbarians": the tendency towards specialization of the architectural education.

In education, design cannot be detected by function, Pérez-Gómez claimed. Teaching must include imagination, making of artifacts, as well as being aware of the magic of coincidence. These matters are essential "as beauty is bitter-sweet and a desire to feel whole."

Educational approach should rather consist of openness, of avoiding planners' desire for total solutions as well as man's desire for singularity. Education should consist of continuity between thinking and making, and through intentional thinking.

By ensuring space for thoughts in our teaching, through practicality linked with awareness of the process, we make art part of reality and ensure the confidence that our ancestors felt for the same questions.

"We talk too much about architecture and too little about education," Peter MacKeith stated in his key note lecture called *The Constructive Moment*. The constructive moment describes what we as teachers try to do when working with our students. It describes those moments that we as teachers experience as essential and passionate. Do teachers position themselves as "shamans", making a mystery of connections with spirits of the world? How well do we translate the "constructive moment" into making sense to the students by identifying them in the students' work?

MacKeith also reflected on the responsibility of the schools to secure certain repetitive matters to secure that important issues would be thought in the most ideal, productive way in an atmosphere of curiosity and discipline. Such issues could for example be sustainability and social responsibility.

Dagmar Richter is based with a lab in Stuttgart, a studio in Los Angeles, and an office in Berlin. She chose to show examples from her own teaching. Her lecture created a lot of debate. She stressed the fact that she felt that Europe is adapt-

ing the capitalist educational system of the USA. Education can now be described as "edutainment", in the sense that it is entertainment for white, upper-class kids, giving them rich and entertaining activities. "This group should be met with an education that consists of constructive resistance," Richter stated. Her teaching tries to define topological space, a world of representation, as well as the topographically negotiated territory.

It discusses architecture both as inform and form. To only fulfil a programme is seen as a capitalistic approach (giving them what they want) without resistance. She confronts the students with reality and tries to teach them to grasp it, whether they like it or not. As an example, they study the city of Las Vegas. If they find that the architecture is without tectonics, then they exercise that. Her teaching tries to be more conscious of the creation of electronic tools. She starts by teaching the modern tools, what she calls the contemporary tools, as creative tools rather than production tools. And then she teaches the students the resistance.

Dagmar Richter feels that exercises should provoke conventions in our field. Examples could be equalization of architectonic components, tectonics such as disassemblability, recyclability, break-down capability.

As architecture appears as public art, Richter also stressed our responsibility to teach talking, writing and argument. The communicative element also makes group-processes on creativity a must.

Juhani Pallasmaa's keynote lecture *Landscapes of Architecture - architecture and other disciplines* came as the very last part of the workshop programme. Unfortunately, the lecture was heavily disturbed by a demanding time schedule.

One of the interesting aspects of Pallasmaa's lecture was that there is a philosophy in architecture that does not have to be expressed through words. If one sees architecture as a response to reality, it also defines its own reality. The response needs a multiplicity of theoretical approaches. An architectural and artistic approach that includes the whole personality involved. Pallasmaa claimed that intellectualization has pushed architecture away from "common sense", and pointed out that this tendency can be expressed as fear of life. For instance, rationality is in psychotherapy an act of defence. Architecture should rather challenge our unconsciousness and imagination.



As the 10 selected papers presented were to gain feedback further development at the workshop, I will not try to give a critique, but only try to point out the comments and discussions they raised.

*Andrew Lewitt's* paper *A Designer's Guide to the Resources of the Psyche* argued for a greater awareness of the whole (psyche) in architectural education as a respond to the technology/information age. It stated that design cannot be a rational act, and sketched pedagogical ideas to focus on imagination.

The presentation caused comments on similarities between the architect and the therapist. Both professions challenge themselves and unconsciousness. Examples from famous architects' use of dreams and psychotherapy were commented on. Is it possible, and if so, how can the psyche get a place in architectural education as a developed method or secret creativity?

A few papers debated the need to bring embodied experiences into design processes in the information age. *Upali Nanda's* and *Irina Solovyova's* paper *The Embodiment of the Eye in Architectural Education* discussed embodiment as response to the visual domination of the education. How can embodied issues be reinforced to focus on the ability to abstract, and avoid the overly literal/figurative, in order to achieve an embodied objective in the education?

Comments on the presentation stated the theme as relevant in a time of computer-aided design. Virtual tools challenge today's senses. Under such conditions: which methods might sharpen our senses? Solutions are likely to be found, not by escape from new technology, but rather by finding embodied experiences with technology.

*Rachel McCann's* paper *On the Hither Side of Depth, A Pedagogy of Engagement* addressed domestication of the sensuous world as a pedagogy of engagement.

The paper discusses how architectural teaching can access experience over thinking, and how, through embodied experience, it can focus on the ability of architecture to connect - at many levels.

The discussion that followed focused on the pedagogically critical point: How spatial experiences of the teachers can be developed into self-expression, discipline and clarity for the students. Should focus be, from year one, on making the students understand and experience through unlearning?

How do we face a new generation of students who spend more and more time on representation and media, and less and less time on embodied experience? How do we respond when they argue that architecture is no longer only physical?

*Deniz Incedayi's* paper *Architect as a Facilitator, Architecture as an Instrument of Social Politics* represents a humanistic approach seeking the power to improve society. It argues for a more diverse content in the basics of architectural education. She calls for a healthy ethical and esthetical base for creating an architectural culture. This base should be the foundation for the architectural education. Cross-disciplinary training is essential.

*David Willy's* paper *Architectural Education in the Digital Environment* raised the question: Is the digital environment challenging the architectural education, or is it benefiting from this environment? As all tools in the education tend to frame: Which pedagogy makes students aware of the tool, aware of which aspects of the tool make them all of a sudden feel creative?

The borders of representation in the educational process are becoming shallow. This will vary from studio to studio and in the range and importance of the design process. Very different points of views were expressed on this issue: The computer versus pencil, and their importance for representations.

In his paper *Informed Architecture: Three Tensions*. Thomas McQuillan states the important question: What is the information age? Will there be a change from the personal sphere to a more technological sphere? If so - how will architecture and architectural education adapt to the change of reality? How will the pressure for innovative practice, the change in construction of buildings, and the demand for compliance shape the future of architecture and architectural education?

These questions raised a discussion on how strongly technology should be positioned in the nature of architecture. Education is to a large extent a matter of prioritization, so also with the nature of technology, as a tool as well as part of architecture.

*Kim Sorvig* had named his paper *Virtual and Real: Teaching the Paradoxes of Design*. The paper started a discussion of virtual and/or real, simulation

versus representation, and how electronic tools influence teaching - curriculum as well as studio teaching. There is a tendency, especially in the USA, towards an increase in the curricula for design/built as teaching method. Can this be seen as a reaction to the virtual reality? We were reminded that the virtual did not historically start with the computer tool. It was also pointed out that ethical considerations on the use of e-tools will become an increasingly important discussion. Will architecture progressively become an art of reality? Will the demand for teaching architecture as reality demand new pedagogical methods?

*Frank Weiner* had named his paper *Five Critical Horizons for Architectural Educators in an Age of Distraction*. The theme of the paper is very important and relevant to the overall changes that take place in the academic/university world in general, and inside the architectural education itself. How do we position our values and traditions in architectural education in the changing times of the university body? Do we need a strategy of resistance and a humanistic approach to fight for the space of architectural education? Which moves do we make to position studio teaching in the information age and in a university body ignoring its values? How do we respond to concerns for segregation of students and teachers, and the consequences for reflections? Is there a responsibility for architectural educators to share their vision with society rather than reacting to society?

*Thomas Wiesner* presented a paper titled - *(Re)openings to Quintessence: Longing for Simple Fissures*. The paper was presented in an atmosphere of frustration. Wiesner stated that media and academia are now competing on communication. This might cause a greater trend of standardization and rationalization of message. Quite pessimistically, he questions if architecture schools become standardized, manufacturing products (students), and that this fact might block thinking. He addresses resistance within the stiffness that frames architectural education of today. He claims that the schools need more openness, generosity to escape bounding, as the threat of branding increases in the information age.

The presentation raises the question of how many studios that are real, clean and original. We are asked to educate students under certain circumstances. We all need to ask the question: To what? To what reality? There should be an ongoing

critical discussion in each institution to define their outcome of the teaching, to what reality. The historical means of universities are changing. Education is becoming standardized to mass production of professionals. The architectural education is the only educational area that stands both on art and science - we must fight for that position.

*Jeremy Till* had named his paper *The Lost Judgement. From Skirting Boards to Suicide*. The presentation was presented in an intense manner. The theme of the paper was very serious: Is the value system and methods in our architectural schools wrong, dangerous and out of time and place? Does the value system make the students forget who they are? To what extent do architecture schools create suicide and fear? Do we think of ourselves as diverse and radical, but act the opposite? Is our ethics only a security blanket for teachers to feel good? How do we respond to more and more knowledge? No critical approach! The paper was acknowledged for both its indignation and anger. The jury members are looking forward to seeing the further definition and judgement of this accused "perverted" value system. It was also commented that value systems to a large extent differ among schools. To ensure a good value system for teaching, Pallasmaa claimed that architecture must be taught in a humanistic manner, where the architectural education focuses on the individuality of the student. The paper made Dagmar Richter make the comment that it is no wonder that sociologists and social anthropologists look at us architects as a special breed.

As the reader can understand, with the variety of topics addressed and the keynote lectures from the jury members, this two-day programme was very tight. There was no time for deep discussions, but it was an overall exceptional event on addressing important issues within the contemporary architectural education.

I felt privileged to attend. ■



EAAE Prize Workshop 2003-2005, Copenhagen, Denmark

## Profile: Hochschule Liechtenstein, School of Architecture

Interview with Hansjörg Hilti, Hochschule Liechtenstein, School of Architecture, Vaduz, Liechtenstein

*The Hochschule Liechtenstein, School of Architecture, is the only school of architecture in Liechtenstein. It is situated in Vaduz, the capital of Liechtenstein.*

*The Hochschule Liechtenstein has been training architects for about forty years. The Faculty of Architecture offers, in total, approximately 150 places. Study in small groups and intensive teaching support characterize the degree course.*

*The new university campus offers working sites with individual workstations for all students. External experts, visiting lecturers, speakers at special events, and experts in design evaluation play an important role in the teaching.*

*The cultural identity of the region is influenced by people from the four neighbouring countries – Liechtenstein, Austria, Switzerland and Germany - but an exchange programme with partner universities also encourages variety and internationality in the course.*

*Dipl. Ing. Arch. TUB, Hansjörg Hilti has been dean of the School of Architecture since 1987.*

*He is also Prorektor of the University and Director of the Institute for Architecture and Urban Planning.*

*Hansjörg Hilti was educated in Germany. From 1969-1972 he studied architecture at the University of Fine Arts, Berlin, and from 1972 he studied at the Technical University, Berlin, from where he graduated in 1975.*

*From 1975 to 1977 Hansjörg Hilti was a guest professor of architecture and urban planning at the Universidad Autonoma de Mexico (UNAM) in Mexico City. He has also worked in Finland, Germany, Poland and Switzerland. In 1977 he opened his own studio in Schaan, Liechtenstein.*

*Hansjörg Hilti is a member of the Swiss Association of Engineers and Architects (SIA); the Liechtenstein Association of Engineers and Architects (LIA), and the Central Association of Austrian Architects, Section Vorarlberg.*

*EAAE News Sheet Editor Anne Elisabeth Toft interviewed Hansjörg Hilti in July 2004. The interview was made by e-mail.*

**Please tell me about the background of *The Hochschule Liechtenstein, School of Architecture*. Which professional tradition is your school based upon?**

The school was founded in 1961 together with civil- and machine engineering. Until the late 80s the curriculum of the school was mostly technologically-oriented and structured for part-time education.

After 1987 the direction of the school changed from a technical approach to a more holistic and design-oriented education.

**In what way does your school (and its educational tradition) differ from schools of architecture in your neighbouring countries?**

Austria has schools of architecture as part of academies and universities. In Switzerland and Germany schools of architecture offer three- to four-year courses at Fachhochschulen which are basically technology-oriented. Technical universities and academies usually require more than five years and are design- and research-oriented. Given

our geographical location neighbouring Austria, Germany and Switzerland, we have positioned our school of architecture with a five-year course (3 + 2) with design-/research- and a practical approach.

**What are the admission requirements for students to enter *The Hochschule Liechtenstein, School of Architecture*?**

We currently require a *Matura* (university admission exam according to ISCED standards), 500 hours of propaedeutic professional practice, and fluent German for Bachelor's Degree students. We also acknowledge study certificates and diplomas from foreign universities. In order to access the Master's course, applicants need a Bachelor's in Architecture (at least 3 years) and sufficient skills either in German or English.

**What does it take to become an architect in Liechtenstein?**

It takes any kind of university diploma in architecture and three years of professional training.

**What are the programs offered at The Hochschule Liechtenstein, School of Architecture? Which degrees do you award?**

We offer a 3/2-year consecutive Bachelor's/Master's programme with the degrees Bachelor's/Master's of Science in Architecture.

**Have you implemented the directives of the Bologna Declaration in the curricula at your school?**

We did implement the Bologna Declaration two years ago resulting in a three-year Bachelor's and a two-year Master's programme. The main formal issue was to prolong the duration of the regular curriculum from nine to ten semesters and to drop the pre-diploma exam in favour of the Bachelor's examination.

Motivated by these changes, we also took the opportunity to restructure our curriculum. This resulted in some substantial curricular modifications based on the excellent advice offered by Prof. Thijs Bax from Eindhoven, a former member of the EU Advisory Committee. We also accept and give credit, i.e. ECTS- Points.

The more relevant aspect, however, is not if you meet all formal requirements, but the ways in which you implement them. In the last couple of years, we made considerable efforts towards opening our institution to Europe and the world. So each student is reviewed four times a year by an international advisory board. Furthermore, each student has to study in a non-German speaking cultural environment for at least one semester. In order to keep our standards up to par, we constantly compare the results of our efforts with the achievements of other schools of architecture.

**Does the teaching take place in units, or are the students given individual project guidance? What is the student/teacher ratio?**

We teach in units for the design studio projects with a student/teacher ratio of 10:1, which accounts for about half of the work load of a semester. Lectures and seminars have ratios from 15:1 up to 20:1. The three years of the Bachelor's Degree programme are organized in a consecutive way. For fourth, and fifth years (Master's) the units consist of students of both years.

**Is the teaching of IT – including CAD – integrated in the teaching in the studios?**

Entrant freshmen are required to have practical experience with one of the major professional CAD-programs (ArchiCAD, AllPlan, or AutoCAD). Freshmen who have no practical experience are given mandatory courses instructing them in the use of one of these programs. Advanced courses are offered in desktop publishing (PhotoShop, Illustrator, etc.), digital modelling and rendering (3D Studio Max6, Cinema4), and web publishing (html, Flash, Dreamweaver).

Studio instructors determine if students are to use CAD, digital modelling or rendering programs for their design work on a per-studio basis. Usually, in addition to their personal computers, students derive great advantage from the IT infrastructure offered by the school for their design work (16 single-processors, 2.4 GHz CPUs, and 8 dual-processors, 2.4 GHz CPUs, endless Plotter, and a variety of printers, etc.).

**In which way and how often is the students' work evaluated?**

As discussed above, the design units are evaluated four times each semester by an international board. These advisory boards consist of internationally renowned experts. The boards are formed anew each year.

**Please tell me about the research done at your school. How is it administered, and how is the research of the school integrated in the teaching?**

In our research group *Space of Alpine Culture*, we work on research projects in architecture, and town- and regional planning. The students' work on these projects is under the supervision and guidance of experienced research professors. We also collaborate with private regional corporations as well as with other universities. Students can spend a total of one and half semester of their Master's programme working on theoretical or applied scientific projects and can devote their thesis to such endeavours as well.

**Is there a high rate of unemployment among newly educated architects in Liechtenstein?**

So far we have never been informed of unemployed graduates, neither in Liechtenstein, Austria nor Switzerland. (We keep in close contact with the graduates)

**To which extent does the Hochschule Liechtenstein, School of Architecture, adjust its teaching to the continuous changes within the profession and in society?**

As mentioned before, we make considerable efforts to ensure that our curriculum meets or even surpasses international standards for the education of prospective architects. A variety of measures ensures that we keep our standards high.

The students' studio work is reviewed four times a year by international advisory boards.

The same advisors also review the studio projects, their definitions and developments during the semesters on an architectural as well as a didactical level. This results in a (more or less direct) review of the studio instructors' professional as well as pedagogical performances.

Students evaluate the performance of all course instructors after each semester.

Instructors with more than four lecture hours a week are required to reapply for their positions every three years, thereby competing with external applicants for the same positions. This mechanism ensures that instructors keep up to par with the developments in their specific disciplines. This is of particular importance for the design studio courses. This mechanism ensures that the teaching of design at the School of Architecture can be adjusted to the changing design culture in the professional world.

The School of Architecture participates in and hosts a variety of internationally sponsored education workshops every year (e.g. Erasmus, CIPRA FHL Summer Academy). International students and instructors are offered the possibility of learning about the architecture in and around Liechtenstein, to get a first hand experience of our particular geographical location, and to savour a highly dynamic architectural and cultural environment.

The School of Architecture offers a lecture series each semester (9 to 12 lectures per semester). The lecture series is focused on particular topics of current interest to the architectural profession. Internationally renowned architects and specialists

from other disciplines are invited to present their work and discuss their opinions with a large audience consisting of students and participants from the general public.

The School of Architecture organizes and hosts exhibitions of particular interest to the architectural profession. Professional architects and students from other schools exhibit their work for the duration of one to two weeks for the benefit of our students who get an insight into the work of others.

The School of Architecture offers continuing education programmes for professionals in a variety of fields (e.g. Executive Master in Construction Management). The continuing education programmes also motivate and reflect continuous adjustments in the structure of the regular curriculum of the school.

The School of Architecture sponsors and maintains an alumni organization. It is of great importance to the school that its graduates, enriched by years of professional experience, express their opinions about the further development of the school.

The curriculum of the school also offers opportunities for students to apply the skills they have obtained in architectural design for complex solutions to problems and situations exceeding the realm of building and architecture. This enables students to investigate different social or cultural objectives such as for example, sustainability, and prepares the graduates for furthering their education and working in different professional fields.

**What is the relationship like between The Hochschule Liechtenstein, School of Architecture, and the trade and industry? Is there any kind of direct cooperation?**

We do have a direct cooperation with the communities, cities, and provincial- and national governments. There is also close contact with private companies. We have a long-standing tradition of technology transfer from academia to communities and private industry. Based on these close contacts, the School of Architecture is regularly awarded contracts and commissions from communities and companies to develop programme and planning strategies. Students are deeply involved in those projects.

**Has The Hochschule Liechtenstein, School of Architecture, established any kind of educational cooperation with other schools of architecture in Europe and/or the U.S., and if so - which ones?**

Over the last five years we have participated in the Socrates Intensive Programs with a variety of partners such as: *Mackintosh School of Architecture*, Glasgow; technical universities in Prague and Bari; the *University of East London*; *KTH Stockholm*; the universities and academies of fine arts in Tallinn, Graz, Hanover, Montpellier; and a variety of guests from *Misr* in Cairo, *MIT*, and *AUB* in Beirut.

In addition we invite and send instructors from the *AA*, London, *Mac*, Glasgow, *Academie van Bouwkunst*, Amsterdam, *University of fine arts and music* in Tokyo, *Usp*, Sao Paulo/Sao Carlos, *UNAM*, Mexico City and *Misr* in Cairo.

As mentioned before, we also invite colleagues from these institutions and others to the four yearly reviews. For 2004, the experts came from the *AA*, London; *ETH*, Zürich; *Academy van Bouwkunst*, Amsterdam; *USI Accademia di Architettura*, Mendrisio; *the Berlage Institute*; and *La Sapienza* in Rome, *Ljubljana*, *Mac*, Glasgow *Uni*, Innsbruck. It was a great pleasure to have Elia Zanghelis again and Tod Williams for the first time in our school.

**What is the structure of the school like? Does the academic staff participate actively in school politics?**

We have 3 different groups within the academic staff:

The permanent staff with about 14 members. This group meets twice a month for open discussions on anything concerning the school. This group also includes student representatives,

The design instructors, with the professors as department leaders, meet every two weeks during the semester. This group consists of 12-14 members.

The rest of the academic staff is usually not involved in strategic decisions, but can express opinions to be discussed at the meetings mentioned above.

**What is the average age of the academic staff at the school?**

About 40 years.

**How many female professors are there at Hochschule Liechtenstein, School of Architecture?**

This is our weak point: of about 40 teachers we only have 25% female instructors.

**What is the primary agenda of your school in the near future? (Future plans)**

Our main objective is to extend and qualify our research and development activities. It is our intention to establish priorities in the topics of spatial planning, digital tools, and building construction. Furthermore, we want to encourage MA- and PhD-students to get more involved in our research efforts in order to contribute to a better architectural environment for the future.

And, of course, we will be untiring in trying to get better and better.... ■

## EAAE Website

EAAE Council Member, Ramon Sastre

Since the first days of the Internet and its WWW-application (not so very long ago indeed), things have changed a lot. And surely, they will continue to change. What was at the beginning a way of letting others know about us became an explosion of users and websites full of air, until the present with weblogs, secure applications, intranets and so on.

The EAAE website must cope with this changing world which means that from time to time we must adjust it to the current situation. Nowadays, when we want to know something about something, we are tempted to turn to our search machine.

What do we find about the EAAE, on Google, for instance? First of all, a *European Association for Astronomy Education*; then our page; later on a *European Association of Agricultural Economists* (we shared dates and venue at the meeting in Chania in 2003) and lots of pages related to the activities of these associations. We must admit, nevertheless, that our EAAE is not the most represented on the WWW.

In our opinion we should improve the EAAE website so that it better serves all of us and those who log on for the first time. The EAAE Council appointed me for this job. First of all, I have contacted *Mathias Casaer*, our webmaster, and we have begun to imagine which changes must be done, and how we should implement them.

I think that our web page should appear useful and alive. By useful I mean that we should there find most of the information we need: all the member coordinators (schools, people, groups ...), conferences, seminars, courses, etc. By alive I mean that our page should be updated regularly, and this updating should be clear when someone enters the site.

In fact the *EAAE News Sheet* and the *EAAE Website* are the common places where the EAAE is present from meeting to meeting or from conference to conference. Both complement each other and show our image to the outside world.

But that is only my point of view. I would, however, like to know what you expect to find on our web page, so that all these changes that we are going to initiate may follow precise directions in order to be as useful as possible.

So, any comments, suggestions or proposals from you will be not only welcome but necessary. Please email us with anything you think should be taken into account on the new EAAE web site.

EAAE Council Member, Ramon Sastre  
**ramon.sastre@upc.edu**

EAAE webmaster, Mathias Casaer  
**mathias.casaer@asro.kuleuven.ac.be**



## **ARCC/EAAE Montreal Conference on Architectural Research**

Transactions on architectural education no 14



In order to keep up with tradition, EAAE has decided to print the proceedings of the ARCC/EAAE conference held in Montreal in 2002. These proceedings have already been edited on CD in 2003 by Lucie Fontein.

The printed version has been produced directly from this CD as submitted and without significant editing except for a continuous numbering of pages. Reformatting was feasible neither from the point of view of time nor of cost.

Copies of the transactions are on sale at the EAAE secretariat at 25 Euro, plus mailing costs.

Prof. Herman Neuckermans  
Co-editor

**Keynote Speakers**  
Perez-Gomez, Alberto  
Picon, Antoine

**Editors**  
Fontein, Lucie  
Neuckermans, Herman

Proceedings  
565 p. 25 Euro

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B-3001 Leuven/Belgique  
tel ++32/(0) 16.32 1694  
fax ++32/(0) 16. 321962  
aeea@eaae.be

### **EAAE News Sheet offers publication space**

As the circulation of the News Sheet continues to grow the Council of EAAE has decided to allow Schools to advertise academic vacancies and publicise conference activities and publications in forthcoming editions. Those wishing to avail of this service should contact the Editor (there will be a cost for this service).

Yours sincerely  
James F Horan, President of the EAAE.

## Tenure Track Faculty Position

University of California, Department of Architecture



The Department of Architecture, University of California at Berkeley, invites applications for a full-time, tenure-track Assistant Professorship in Architectural Design starting Spring or Fall 2006.

Responsibilities include architectural studio instruction at both the graduate and undergraduate levels, and seminar, lecture, or workshop courses on urban issues. In addition to teaching, the successful candidate is expected to engage in critical, theoretical, and creative work such as practice, research, and publication. Service to the depart-

ment, college, and the greater community is an important aspect of the appointment.

Candidates should have a record of excellence in architecture with an emphasis on urban contexts. Applicants should hold the Master of Architecture or an advanced post-professional degree in architecture, with experience in teaching, practice and/or research and a demonstrated ability to publish or disseminate the outcome of their work.

### Applications should include:

- a 2-3 page statement of research design and teaching interests
- curriculum vitae
- a non-returnable portfolio of representative works on no more than 12 pages
- names and contact information for three references

The materials must be postmarked no later than March 31, 2005. Additional material will be requested after the initial review process.

### For further information

please visit our web site at:  
[arch.ced.berkeley.edu](http://arch.ced.berkeley.edu).

### Direct submissions and inquiries to:

Renee Chow  
Assoc. Professor and Chair of Search Committee,  
Department of Architecture,  
232 Wurster Hall #1800,  
University of California, Berkeley,  
CA 94720-1800.

The University of California is an Equal Opportunity/Affirmative Action Employer

## Assistant Professor of History and Theory of Architecture and Urban Design

University of Calgary



The Faculty of Environmental Design at the University of Calgary invites applications for a full-time tenure-track position in Architecture, with 25% responsibilities to the Urban Design Program. The appointment will be at the rank of Assistant Professor, commensurate with qualifications and experience.

The Faculty offers a Master of Architecture as a first professional degree, the degree is accredited by the Canadian Architectural Certification Board. The Faculty recently developed an Urban Design Program offering the degree Master of Environmental Design (Urban Design). Degrees are also offered

in Environmental Design, Environmental Science, Industrial Design, and Planning, and the Faculty has a PhD Program. As a professional graduate-level Faculty, we provide an interdisciplinary teaching and learning environment that emphasizes a cooperative, collegial approach to design education, research, scholarship, practice, and outreach. The Faculty of Environmental Design has developed an outstanding history and reputation in research, scholarship, creative activity and professional practice in a number of areas including sustainable design, contemporary urbanism, critical practice, and history and theory. We have a strong record of internationalization, including the operation of a longstanding endowed study abroad program in Barcelona. The Faculty of Environmental Design recently opened a new community-based design centre in downtown Calgary. Applications are invited from suitably qualified candidates who will provide leadership in the development and delivery of instruction in the history and theory of Architecture

and Urban Design, and in the supervision of Master's Degree Projects, and PhD students. The ability to teach studio courses in Architecture and Urban Design is optional. S/he will be expected to contribute to the Faculty's core programs, and to engage in high-quality research and creative scholarship related to his/her areas of expertise.

The successful applicant will ideally hold a professional degree in architecture, and post-professional qualifications in history and theory (a PhD is highly desirable) with an appropriate area of research concentration. Ideally, the appropriate area of research concentration would coincide with the Faculty's major research areas. Previous teaching experience at the graduate level is desirable.

The selection committee will begin reviewing applicants on **February 1, 2005**, with the competition remaining open until the position is filled.

Interested candidates should submit a statement of:

- interest
- curriculum vitae
- examples of scholarship and/or creative work
- names of three referees

to:

**Chair, Selection Committee,**  
Faculty of Environmental Design  
University of Calgary  
2500 University Drive N.W.  
Calgary, Alberta, T2N 1N4  
Canada

**Attention: Ms. Linda Corbeil**  
Administrative Assistant to the Dean  
Email: [corbeil@ucalgary.ca](mailto:corbeil@ucalgary.ca)  
Fax: (403) 210-9384

*All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The University of Calgary respects, appreciates and encourages diversity.*

[www.ucalgary.ca/hr/career](http://www.ucalgary.ca/hr/career)

## Second International Congress on Construction History

Queens' College, University of Cambridge

29 March - 2 April 2006

Call for Papers

The First International Congress on Construction History (which was held in Madrid in 2003) attracted speakers from all around the world and established itself as the leading outlet for all aspects of the history of building construction. Speakers are now sought for the Second Congress to be held at Queens' College, University of Cambridge hosted by the Construction History Society. Abstracts of 300-600 words are sought for papers on any topics relating to any aspect of the history of building construction, including (but not limited to):

- Structural analysis and the development of structural forms
- History of the building trades

- Organisation of construction work
- Wages and the Economics of construction
- The development of Building Regulations
- Trade unions and Guilds
- Development of construction tools, cranes, scaffolding, etc
- Building techniques in response to their environments
- Building materials, their history, production and use
- History of services (heating, lighting etc.) in buildings
- The changing role of the professions in construction
- Building Archaeology
- Computer simulation, experimentation and reconstruction
- Use of construction history for dating of historic fabric
- Recording, Preservation and Conservation
- Construction in architectural writing
- The role of construction history in education
- The bibliography of construction history

All accepted papers (which will be 4-6000 words) will be published and available at the conference. The writers will be asked to give short 15 minute summaries of their papers.

All papers and abstracts must be in English, but delegates may present at the conference in English, French, Italian or Spanish.

Papers to be submitted by post to:

Malcolm Dunkeld,  
Chair Organising Committee,  
Construction History Society,  
147 Leslie Road,  
London, N28BH,  
United Kingdom.  
or by e-mail to:  
abstracts@chs-cambridge.co.uk.

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### Deadline for Submission of Abstracts:

April 30, 2005

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### Fees, registration and details of accommodation:

www.chs-cambridge.co.uk

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## First Nordic Design Research Conference

Royal Academy of Fine Arts, School of Architecture, Copenhagen, Denmark

29 - 31 May, 2005,

Call for Submissions

"In the making" is the theme of the first Nordic Design Research Conference. The conference invites contributions from researchers in universities, design schools and industry who share an interest in understanding and developing design as a trans-disciplinary practice that is always in the making. The scope of the conference reaches beyond the traditional design disciplines and includes other research areas with common interest in how people shape and make sense of things in an increasingly man-made world.

The conference theme reflects a range of issues that characterize design and design research today:

- **The role of the designer is changing.**  
Design processes are becoming arenas for change where many people collaborate, and designed objects play an even broader role as explicit socio-cultural manifestations of new possibilities.
- **The object of design is expanding.**  
We see the need for designers to understand wider notions of user experience at the same time as to explore classical issues of form in light of new technologies and media.
- **The products of design practice are never conclusive.**  
People appropriate design artifacts in use whereby the social and cultural role and meaning of the artifacts undergo continuous change.
- **The conceptual foundations for design work are shifting.**  
Incorporating methods and approaches from areas such as the social sciences and humanities, the basic concepts we use to describe, understand, and reflect upon the design process are changing.

### Call for Submissions

We warmly invite submissions of:

- Full papers
- Student papers
- Design cases
- Workshops and Tutorials

Submissions are welcome also from authors outside the Nordic countries

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### Important Dates

- **March 1, 2005:**  
Deadline for all submissions
- **April 1, 2005:**  
Feedback to authors with suggestions for revision
- **May 1, 2005:**  
Final paper submissions uploaded to website
- **May 29 - 31, 2005:**  
Conference in Copenhagen

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### Conference Website:

http://www.nordes.org

## Prize for the best Doctoral Thesis

International Council for Research in Architecture

A competition for the best doctoral thesis is being launched by CORA (International Council for Research in Architecture / [www.corainfo.com](http://www.corainfo.com)) with a view to rewarding the researchers' effort expended in the research process. Below are the conditions for participation and the mailing details.

### Conditions for participation and submission guidelines for the requested documents

This competition is open for all PhD candidates / researchers of Schools of Architecture worldwide.

The thesis submitted must have been completed within the previous three years (2002-03-04).

The documents required for the selection are as follows :

- A four-page summary of the doctoral thesis
- A sample of the complete doctoral thesis (only for the theses which will be selected first)

All documentation should be sent by e-mail to the following address:

[ktsouka@arch.auth.gr](mailto:ktsouka@arch.auth.gr)

or to the mailing address:

Kyriaki Tsoukala  
Aristotle University of Thessaloniki  
School of Architecture,  
54006 Thessaloniki,  
Greece.

The deadline by which doctoral theses must be received is the **15 March 2005**.

The preselection will be announced in May.

The final decision of the committee will be reached in June.

### For any additional information, please contact:

Mrs Kyriaki Tsoukala,  
Associate Professor at A.U.TH.,  
[ktsouka@arch.auth.gr](mailto:ktsouka@arch.auth.gr)

## Prix de la meilleure thèse Doctorale

Conseil International de la Recherche en Architecture

*Un concours de la meilleure thèse doctorale a été mis en place par CORA (Conseil International de la Recherche en Architecture / [www.corainfo.com](http://www.corainfo.com)) afin de récompenser l'effort des chercheurs s'étant impliqués de manière intensive dans cette entreprise. Voici ci-dessous les conditions de participation et les modalités de ce concours.*

### Conditions et modalités d'envoi des documents demandés

*Ce concours est ouvert à tous les doctorants/chercheurs des écoles d'Architecture du monde. La thèse présentée doit avoir été réalisée dans les trois dernières années (2002-03-04).*

*La documentation requise pour la sélection consiste en:*

- *Quatre pages résumées de la thèse doctorale*
- *Un exemplaire de la thèse doctorale complète (uniquement pour les thèses qui auront été préalablement sélectionnées)*

*Toute la documentation sera recueillie par le biais du courrier électronique à l'adresse suivante :*  
[ktsouka@arch.auth.gr](mailto:ktsouka@arch.auth.gr)

*ou bien à l'adresse postale:*  
Kyriaki Tsoukala,  
Université Aristoteles de Thessalonique,  
École d'Architecture,  
54006 Thessalonique,  
Grèce.

*La date limite de réception des thèses doctorales est fixée au **15 mars 2005**.*

*La préselection sera communiquée au mois de mai.*

*La décision finale du jury se fera au courant du mois de juin.*

### Pour tous renseignements complémentaires, vous pouvez contacter:

Mme Kyriaki Tsoukala,  
Professeur Associé A.U.TH.,  
[ktsouka@arch.auth.gr](mailto:ktsouka@arch.auth.gr)

## ACSA 2005 International Conference

Mexico City, Mexico

9-12 June 2005

### Conference Co-Chairs:

- David Covo, McGill University
- Gabriel Merigo, Universidad Nacional Autónoma de México

### Conference Theme & Call for Papers Encounters/Encuentros/Rencontres

The Universidad Nacional Autónoma de México, the oldest university in the Americas, will host the 2005 ACSA International Conference: Encounters/ Encuentros/ Rencontres. As the site of the first meeting between Moctezuma and Hernan Cortez in 1519, Mexico City provides an appropriate and exciting venue for the examination of encounters and their consequences.

As a theme, the notion of encounters provides a rich and fertile ground for

interpretation and speculation. The word encounter describes a meeting, but implies that the meeting could be accidental, unexpected, even undesirable; it also refers to a level of engagement that goes far beyond a simple coming together, suggesting the presence of challenges and obstacles, and calling for actions and outcomes.

The 2005 conference will accommodate students, teachers and practitioners from Canada, Mexico, the US, and beyond in a carefully structured series of encounters - planned and accidental - with colleagues in architecture and the allied disciplines. Participants will investigate the implications on architectural education and practice of every kind of encounter - between individuals and groups, peoples and nations, intentions and ideas, technologies and cultures.

Plenary sessions and presentations will address a wide range of topics in the imaginative and provocative consideration of encounters. We invite everyone to submit papers for peer review in the following topic categories:

### Encounters With the Past

- history and archaeology
- conservation and preservation
- vernacular architecture and indigenous cultures

### Encounters With the Future

- technology: in the design office, on the construction site, in the building
- new materials, smart buildings
- sustainable building and urban design

### Encounters and the City

- architecture and urban design: theory and practice
- housing

### Encounters With Students

- issues and pedagogy
- tri-national exchanges

### Encounters in the Profession

- changing practice models
- internship
- reciprocity

### Encounters Outside the Profession

- interdisciplinary design and practice

### Encounters at the Frontier

- crossing borders: education and practice
- east / west
- north / south

### For further information

[www.acsa-arch.org/meetings/meetings\\_description.shtml?MID=17X0YIzEa8&C=2](http://www.acsa-arch.org/meetings/meetings_description.shtml?MID=17X0YIzEa8&C=2)

## Conference

Urban-regional governance in the European Union

### 3 february 2005

Regions and major cities are dependent on each other, but are also each other's competitors. Within Europe this issue is dealt with in widely diverging ways. Scientists in nine European countries have during the past few years carried out research into the different forms of administrative cooperation and the context in which this takes place. They were searching for innovative examples. Special attention was paid to emerging trends within cooperative structures. The diverse ways in which urban and regional authorities can work together will be revealed during the conference.

Professor Loughlin, international expert in the field of subnational governance in Europe, will present his vision on urban-regional governance.

In the workshops, participants can deliberate further on the themes Institutional

Design, Networks and/or Hierarchy, Public Areas, Public Involvement, and Urban Networks. Before and after the workshops, prominent politicians, researchers and officials can react to the results of the research. Of course, you too are invited to share your opinion.

The results of the research are brought together in a new book called "Urban-regional governance in the European Union". Participants will receive a copy of the book at the end of the conference.

The countries involved in the research are the Netherlands, Belgium, Sweden, Ireland, England, France, Germany, Italy and Greece.

The Province of Noord-Brabant hosts the conference. BrabantStad, a Dutch example of an urban network comprising five major cities and the provincial authorities, will also play a prominent role during the conference.

Everybody who is somehow involved in administrative cooperation is warmly invited to join the discussion on the results of the research.

Of course, the conference programme will allow suffice

### Program Review

- 9.00 Opening by Professor P. Tops, Tilburg University, chairman of the day
- 9.00 Welcome by Ms H. Majj-Weggen, Her Majesty's Governor
- 9.05 Introduction by Professor J. Loughlin, Cardiff University
- 9.35 Presentation of the first book to Ms Majj-Weggen by Associate Professor F. Hendriks, Tilburg University
- 9.45 Several speakers, among others Directorate General L. van Halder, reflect on the cooperation between regions and major cities
- 10.45 Break

11.15 Workshops

- Institutional Design, networks and/or hierarchy
- Public Areas, practices of viable cooperation
- Public Involvement, means and necessities
- Urban networks

12.45 Lunch

14.00 Panel discussion, including EP member L. van Nistelrooij

15.30 Arena discussion with participants and members of the panel

16.00 Social drinks

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### For further information please

#### contact:

Ms. J. van der Ham  
jvdham@brabant.nl  
telephone 00 31(0)73 680 85 46

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## ERA-Link

A Network for European Researchers in the United States

A new network is being developed for European researchers in the US. It will provide web based and other services for researchers who are interested in strengthening their contacts with other European researchers in the US and Europe.

ERA-Link is a new initiative to network European researchers presently working in the United States, that the European Commission is launching in collaboration with the European Embassies in the U.S. The ERA-Link network and services are expected to be fully operational during the second half of next year.

ERA-Link will offer our expatriate researcher community in the U.S. a chance to stay informed about the evolving reality of research in Europe: notably

collaboration opportunities (including joint activities, student exchanges, etc.), as well as job, mobility, training and funding possibilities.

The user survey that has just been launched, addressed to European researchers in the U.S., will help assess the needs and expectations of the potential users and to define what services the ERA-Link network should offer them. The on-line questionnaire can be found for the next four weeks

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### For further information

[www.evaluationpartnership.com/surveys/eralink.htm](http://www.evaluationpartnership.com/surveys/eralink.htm)

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## Design Education; Tradition and Modernity

The National Institute of Design, Ahmedabad, India

### 2-4 March 2005

Call for papers

The National Institute of Design, Ahmedabad plans to organize an international conference on Design Education "Design Education; Tradition and Modernity, (DETM)" to be held on March 2-4, 2005.

The idea is to bring together the academic design community, design researchers & design professionals concerned for the cause of design education across the globe to provide a platform for deliberating on the emerging issues related to Design Education in the context of changing paradigm and globalization. Through this event we expect that some tangible action point for our

common goal will emerge through various deliberations. This will be the first of its kind conference on Design Education in Asia Pacific region. There will also be keynote addresses by invited international experts in the area of design. We take this opportunity to seek your expression of interest for submitting the paper and participation.

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### For further information:

[www.nid.edu](http://www.nid.edu)  
[detm2005@nid.edu](mailto:detm2005@nid.edu)

## City Living - Living City: The 6th European Biennial of Towns and Town Planners

The Royal Academy of Fine Arts, School of Architecture, Copenhagen, Denmark

9-11 June 2005

The Øresund Region is hosting the 6th European Biennial of Towns and Town Planners.

The Biennial is a forum for exploring the changing terms and targets for planners in a global-, networked- and reassembled Europe. The rise of the Asian economy and the continuing dominance of American culture call for altered European practice. In order to face the challenges, European cities must find new ways to take part in the global competition and consider different approaches and opportunities. An increasingly integrated network of

European cities suggests new possibilities but also new challenges in the attempt to underline each city's specific characteristic. The question to be answered is: What characterizes the European city, and how can this be applied in the development of creative and innovative cities?

### Keynote speakers:

- **Professor François Ascher**  
Université Paris III - Vincennes-Saint Denis, France
- **Dr. Cor Wagenaar**  
Delft University of Technology  
The Netherlands
- **Professor Meric S. Gertler**  
University of Toronto,  
Canada
- **Professor Anne Power**  
London School of Economics, UK
- **Professor Bent Flyvbjerg**  
University of Aalborg,  
Denmark
- **Professor Henning Larsen**  
HLT, Denmark
- **Mayor Emilio D'Alessio**  
City of Ancona, Italy
- **Mayor Arturas Zuokas**,  
City of Vilnius, Lithuania
- **Mayor Mads Lebech**  
City of Frederiksberg,  
Denmark

### For further information :

[www.cityliving-livingcity.org](http://www.cityliving-livingcity.org)

### Venue:

The Royal Academy of Fine Arts, School of Architecture, Copenhagen

### Contact:

The Biennial Secretariat  
The Danish Town Planning Institute  
Noerregade 36, 1st floor  
DK 1165 Copenhagen K  
Phone: +45 3313 7276  
E-mail: [info@cityliving-livingcity.org](mailto:info@cityliving-livingcity.org)

## Press Release: Reorientation of Activities

International Design Forum (IFG) Ulm

The advisory board of IFG Ulm has agreed to reorientate the organization's activities.

This decision is the immediate outcome of the board's meeting on 3 December 2004, which evaluated the international seminar "Unschärfe · Blur" of 17 September 2004, and approved an outline reorientation concept. However, this does not mark the end of the transformation process at IFG Ulm initiated by the advisory board at the beginning of 2004. Changes will arise as the details are specified, and this is expressly wished by the advisory board.

The foundation committee of the Ulm School of Design Foundation, the body responsible for IFG Ulm, will discuss these proposals at its next meeting on 3 March 2005.

The representatives of the foundation committee on the advisory board have already intimated that the committee will give its approval. Its members are unanimously in favour of a reorientation and very grateful to the advisory board of IFG Ulm for its important strategic work.

The outline concept includes the following points:

- IFG Ulm will cease holding an annual seminar at Kuhberg every September, as it did uninterruptedly and successfully from 1988 to 2003. We are planning ongoing, outgoing activities to replace the somewhat solipsistic focus on the design scene. Seminars and conferences addressing comparable issues are now so widespread internationally that the advisory board sees no necessity simply to organize one such event among many. At the same time, the advisory board welcomes this international development and notes that in its work of past years IFG Ulm pioneered this trend. The advisory board would not exclude drawing on the success and reputation of our international work to date by holding conferences or seminars, if this appeared warranted by the future core tasks.
- In future IFG Ulm will dedicate itself more strongly to promoting projects brought to it by others. These may be scientific (historical and theoretical research), but may also include practice-based projects (e.g. developing new prototypes, solving problems with model character). The support offered should involve more than funding, in order to foster interdisciplinary exchange (not only between the participants) and interaction between the fields of research, practice and teaching. In the coming months the advisory board will draw up detailed project funding criteria.
- Project-based work will give IFG Ulm a stronger role in mediating between theory and practice. The former School of Design building on Kuhberg hill in Ulm will be used more extensively than is currently the case. Alongside workshop-type events with a restricted number of participants (as in September 2004), other events involving project participants may be held throughout the year.
- In order to intensify the scope of debates, the future activities of IFG

Ulm will focus primarily on smaller numbers of people (multipliers). But IFG Ulm will also continue to address its established broader audience: established professional designers in all disciplines who wish to pursue or return to theoretical investigation and discussion of fundamental design issues. Building on the 2004 "Unschärfe · Blur" seminar, IFG Ulm will hold an event with invited participants in September 2005 to fine-tune the transformation process, which will be under way by then.

### Contact:

Internationales Forum für Gestaltung (IFG) Ulm  
Am Hochsträß 8  
89081 Ulm  
Tel. +49 (0) 731 38 10 01  
Fax +49 (0) 731 38 10 03  
E-mail: [info@ifg-ulm.de](mailto:info@ifg-ulm.de)

## Architecture + Art = New Visions, New Strategies

Jyväskylä

19–21 August, 2005

### Call for Papers

The 2nd International Conference on the Research of Modern Architecture organized by the Alvar Aalto Academy is framed around the theme "Art + Architecture = New Visions, New Strategies." The focus will be on developments in the post Second World War era, which fostered fruitful links between art and architecture. Starting from the quest of New Monumentality in the late 1940s, architects have looked to art as the saviour of modernism, since modern art was thought to represent softer, more human values and to be more accessible to a large audience than modern architecture. The call for a "synthesis of arts" resulted in collaboration between artists and architects and introduced sculpture and murals into buildings. From the late 1950s onwards various European avant-garde groups consisting of artists and architects sought to break free of the notion of the artistic or architectural object. The notion of the "open work" called for active participation on the part of the viewer by introducing temporality and interactivity into the

perceptual process. From the 1960s onwards, artistic practices such as minimalism, pop art, land art and conceptual art further distanced themselves from the confines of object-art by endorsing popular culture, media and site-specific installations. The "spatialization" of art was paralleled by architecture's endorsement of popular iconography, communication infrastructures, and environmentalism in the 1960s and 70s. More recently both art and architecture have exploited new electronic media as a means to manipulate and expand our spatial and temporal experience. The shared project, as it stands, could be understood as the expansion of our perceptual and experiential field.

A new generation of art critics and historians have become increasingly interested in the work of artists and architects of the post-war era. The rich web of actual collaborations between architects and artists, shared representational techniques, program manifestoes, political positions to perceptual paradigms, art and architecture working within the period share a common terrain. The organizers want to enrich and support the shared research project by generating discussion around,

but not exclusively, the following topics:

- Avant garde group formations consisting of artists and architects during the postwar era (e.g. Situationist International, Archigram, Independent Group, Cobra, Archizoom, etc.)
- Collaborations of architects and artists (e.g. Eero Saarinen and Harry Bertoya)
- Links between aesthetic and social formulations (e.g. New Monumentality, Mass Aesthetics)
- New Strategies/Intellectual Exchanges (e.g. film and architecture)
- Artistic/architectural movements (e.g. minimalism in art/minimalism in architecture)
- New technologies enhancing collaboration between artists and architects (e.g. AEC software, CAM programs)

The symposium is chaired by Eeva-Liisa Pelkonen, Ph.D. of Yale University. Invited Speakers include Caroline Bos (Holland), Romy Golan (Italy/Israel), Branden W. Joseph

(U.S.), Joan Ockman (U.S.), Juhani Pallasmaa (Finland), and Felicity Scott (Australia).

### Call for Papers

- Abstracts of 250 words are due 15th December, 2004 either by email or fax to the address below. Paper Format Guidelines will be sent upon request and upon receipt of abstract. (Referee advice will be progressively circulated.)
- Notification of acceptance by 15th January, 2005.
- Drafts due 15th March.
- Final papers due 15th June 2005.
- Accepted papers will be published in a pre-conference publication.

### For further information:

Alvar Aalto Academy  
Tiilimäki 20  
FI-00330 Helsinki  
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## UIA 2005 Istanbul congress

Cities: Grand Bazaar of Architecture

30 June - 10 July

The Congress will be realised in the 'Congress Valley' of Istanbul, which will be structured along the concept of bazaars, including alternative events besides conventional congress sessions.

Participants can select the mode of participation that is most appropriate for their contribution, and send an abstract or outline accordingly.

Following a blind peer-review process, the Scientific Committee may suggest

the participants other forms of participation in order to enhance the effectiveness of the submission. Options include the following:

- Papers
- Displays
  - Poster Presentations
  - Multi-media Shows
- Forum Activities
  - Topical Meetings
  - Chat Rooms
  - Speakers' Corners

### Keynote Speakers

- Shigeru Ban, Japan
- Charles Correa, India
- Zaha Hadid, UK
- Sumet Jumsai, Thailand
- Kengo Kuma, Japan
- Fumihiko Maki, Japan
- Glenn Murcutt, Australia
- Mikhail Piotrovsky, Russia
- Joseph Rykwert, USA
- Alexandros Tombazis, Greece
- Robert Venturi, USA
- Ken Yeang, Malaysia

### For further information:

www.uia2005istanbul.org  
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(News Sheet)

### Voyatzaki, Maria

(Construction)



## EAAE

The EAAE is an international, non-profit-making organisation committed to the exchange of ideas and people within the field of architectural education and research. The aim is to improve our knowledge base and the quality of architectural and urban design education.

Founded in 1975, the EAAE has grown in stature to become a recognized body fulfilling an increasingly essential role in providing a European perspective for the work of architectural educationalists as well as concerned government agencies.

The EAAE counts over 140 active member schools in Europe from the Canary Islands to the Urals representing more than 5.000 tenured faculty teachers and over 120.000 students of architecture from the undergraduate to the doctoral level. The Association is building up associate membership world-wide.

The EAAE provides the framework whereby its members can find information on other schools and address a variety of important issues in conferences, workshops and summer schools for young teachers. The Association publishes and distributes; it also grants awards and provides its Data Bank information to its members.

## EAAE Secretariat

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**EAAE Calendar / AEEA Calendrier**

19	<b>02</b>	2005	■	<b>EAAE Council Meeting</b> Thessaloniki / Greece	<b>Réunion du conseil de l'AEEA</b> Thessaloniki / Grèce
16	<b>03</b>	2005	■	<b>EAAE Prize 2003-2005</b> Dublin / Ireland	<b>Prix de l'AEEA 2003-2005</b> Dublin / Irlande
27-28	<b>05</b>	2005	■	<b>EAAE Confrence</b> Leuven / Belgium	<b>Conférence de l'AEEA</b> Leuven / Belgique
<b>09</b>	2005	■	<b>8th Meeting of Heads of European Schools of Architecture</b> Chania / Greece	<b>8<sup>e</sup> Conférence des Directeurs du conseil de l'AEEA des Ecoles d'Architecture en Europe</b> Chania / Grèce	