four manifestos

I started working on this project at the beginning of Summer 2020. This was after the killing of George Floyd at the hands of police officers in Minneapolis and a groundswell of anti-racist action coalescing around the Black Lives Matter protests had swept through the U.S. Within architecture schools across the country, students and faculty grappled with the complexities of how a movement started by activists and which had, for the most part, unfolded publicly in the streets could take on another life within the confines of the academy. At this point in time, nearly three months had passed since the first stay-at-home orders were issued by state and local governments, and universities suspended most forms of inperson instruction.

Against this backdrop, several student groups from a number of architecture schools penned letters addressing their respective administrations on the matter of the complicity of the architectural profession and higher education in the perpetuation of social injustice. These letters typically included a list of demands, which became a central element around which this project began to materialize.

More importantly though, through the course of working on this project, the lists became a kind of an irritant for me. I mean by this that they put forth a vision for what an architectural education ought to be, a horizon that, it seemed to me, we would never fully arrived at. This was not due, in any part, to the audacity of the demands themselves, which I thought were in fact quite pragmatic. Rather, what the letters reveal is the impasse between the academic and professional institutions that make up the architectural world in its present form and the desires of the students who will form its next generation of members. One will be the undoing of the other.

It would be disingenuous to characterize the letters as utopian in nature. It seems to me that they do not act as a roadmap to a utopian architectural academy as much as a negative against which the current condition of the academy is registered.

The concept of negativity resurfaces in several other ways in the project. Firstly, the student

demands functions as a conceptual negative to the four avant-gardist manifestos selected for this project. Secondly, the negative is the method of producing the cast models of four canonical buildings, one for each manifesto. Lastly, the negative is the space in which the reproduction of the canonical object loses its fidelity to the original.

In my treatment of the textual material, I turned to two different strategies. With the manifestos, I used erasure as a technique to call into question notions of authorship as it relates to the formation of a canon. The main aim here was to uncover an equivocality in the voice of the author within the manifesto, a form which is typically straightforward and direct in its delivery. I also wanted to manipulate the text to the extent that it would be possible to interpret them as a commentary on contemporary conditions, a kind of B-Side to the student demands.

With respect to the list of student demands, I simply compiled them into a single "metalist." Mentions of specific universitiy names or any other identifiers are redacted so that the list reads as a more general document reflective of the desires of a broad coalition of architecture students rather than as the product of a select few architecture schools. I hope that this approach might push back however slightly against the trend of the most selective and well-funded schools receiving the most publicity and representation. Of the eight letters I used as source material, only two came from public universities, and Ivy League schools were heavily over-represented.

Upon reflection, I failed to arrive at any kind of conceptual clarity in this project. It does not work well as an archive of the student letters (they can be accessed much more easily online so long as their respective authors continue to host them) nor does it present a clear agenda that might lead the academy to a more just place (the letters already do that). The project's origins are admittedly more selfish, born from my desire to come to terms with my own standing as an architecture student on shifting grounds. As I continued to work, the project became a method of prolonging time. There was an underlying anxiety that my own failure to reach any meaningful conclusion by the project's deadline, coinciding with a return to school, would signify a return to things as they were and the failure to instate any meaningful change in the academy. The shortcomings of the academy, the state, all the institutions that hovered around the periphery of my life, all these somehow became personalized through this project.

If anything, the project could at least be viewed as a record of an attempt to insist on the malleability of the past, to make manifestos say things other than what they were meant to say. Its very own lack of definition resembles something out of a memory. Perhaps it is the quality of inaccuracy, then, that makes memory the ideal site from which to challenge the authority of the canon. In other words, the insistence on the mythic status of the canonical object opens up the possibility for that myth to be committed to memory and, in a misremembrance, rewritten.







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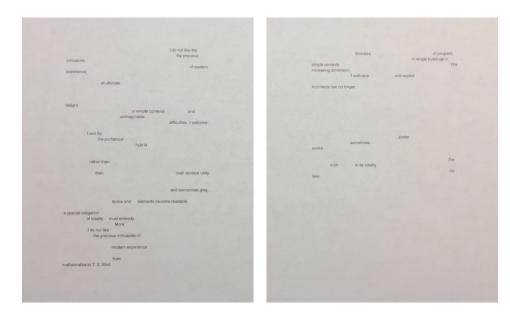
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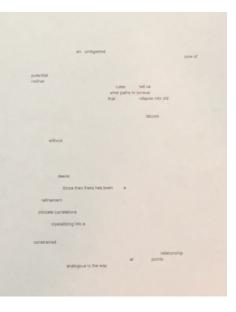
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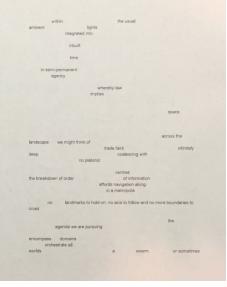


on tradition









Per-a-style

- Transparency, Vision, and Imagination
- Curriculum and Pedagogy Decolonization
- Support Sustained Access to and Development of Legitimate Scholarly and Professional Resources
- Reform Recruitment and Admissions Processes and Provide Continuing Support
- · Hire More Black Faculty, Research Assistants, Teaching Assistants, Administration, and Staff
- Program Directors Must Outline Strategies for Confronting and Combating Anti-Black Racism
- Include Black Guest Speakers and Critics in Courses, Design Studio Reviews, and Lecture Series
- Critically Engage and Exchange with Black Communities, Scholars, and Makers
- Demonstrate and Provide Financial Accountability, Transparency, and Most Importantly Support
- Provide Training on Histories and Regimes of Anti-Black Racism and Strategies for its Confrontation and Eradication
- · Proactively Cultivate a Strong Network of Black Professionals, Alumni and Students
- Authorize BSA+ to Donate
- · Increased BIPOC representation in faculty and staff
- Increase Underrepresented Minority (URM) representation in the student body
- · Require more robust racial bias and cultural sensitivity training for students, faculty and staff
- · Increase funding for student initiatives
- Representation in reviews
- Leverage 's resources to build relationships and networks in partnership with BIPOC communities, especially in the and area
- This document by no means covers the full extent of the changes the Department must enact to foster an
 expansive practice of anti-racism and anti-oppression
- Formulate a strategic plan for addressing race and equity within the department and update the mission statement to reflect proactive equity, diversity, and inclusion efforts
- Increase and promote resources for underrepresented BIPOC students, staff, and faculty within the department
- Integrate students in administrative decision-making processes, beginning with admissions and the hiring of faculty
- · Prioritize diversity of review juries, guest lecturers, and guest faculty
- Reevaluate curriculum and restructure coursework to include underrepresented BIPOC scholarship, both historical
 and contemporary
- Commit to integrating spatial justice concepts, practice, and research into studio curriculum
- Provide mandatory anti-racism workshops for students and faculty at regular intervals throughout the school year
- Engage with the community outside
 to promote wider access to architectural education and practice
- · Commit to a transparent method of tracking progress toward these goals
- Restructure all courses at the to include Black, Indigenous and People of Color (BIPOC) voices
- · Hire more Black faculty, staff, and administration
- Strategy for implementing anti-racist efforts from department chairs
- Advancement and acknowledgement of faculty promoting justice in the profession for BIPOC designers and marginalized communities
- Inclusion of BIPOC guest speakers in courses
- · Response to racist remarks issued by the Architecture Department Chair
- Transparency of selection criteria for awards and honors bestowed throughout the program and upon graduation
- Access to tools and resources that support academic and professional growth through sponsorship of at least five
 Black students to attend one conference per annum

Compiled list of student demands

- Outreach and engagement with Black communities including the greater area, HBCUs, the Caribbean, and the African continent for recruitment and participatory justice initiatives
- Financial accountability, transparency, and most importantly support for all students in regards to costs of printing, model materials, software, and hardware required to be competitive and successful in studio and other making courses
- Frameworks and training to understand the specific racial context of America for domestic and international students
- · Proactively cultivate a strong network of Black professionals, alumni and students
- Authorization for AASU to donate the remainder of unused allocated funds for the emergency spring semester to select Black organizations outside of the

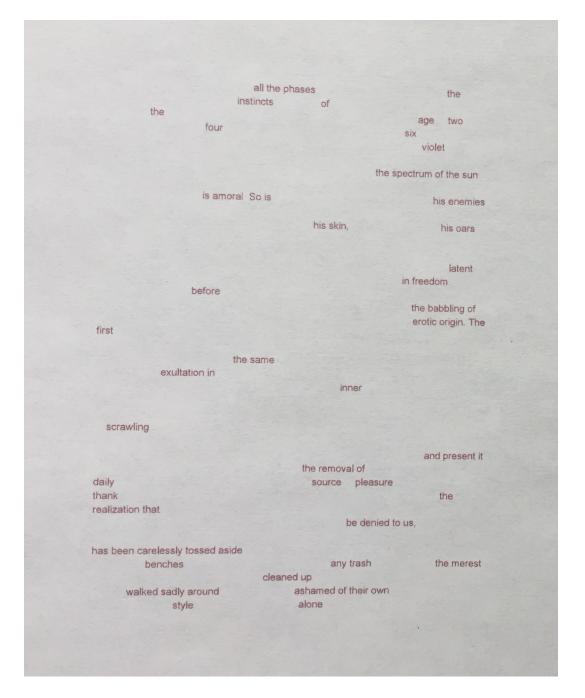
Publicly acknowledge the pain, wrongdoings and injustices that the School has inflicted on past BIPOC students
 and its community

- Support and amplify BIPOC
- · Enable equitable access to education
- · Build a team to support Equity, Inclusion, and Diversity
- Decolonize the pedagogy and curriculum
- Engage the local community beyond the Building Project
- · Engage alumni beyond their pocketbooks
- Restructure all courses to include BIPOC, women, and LGBTQ+ voices
- · Hire more BIPOC, women, and LGBTQ+ faculty and staff
- Mandate diversity + inclusion training for all faculty, staff, and students
- · Response and accountability for toxic learning environments
- Financial support for any student for whom cost of materials constitutes an obstacle to learning
- Outreach and engagement with underrepresented communities
- Instate a Dean for Inclusion and Equity
- Decolonize Design and Theoretical Education
- Prioritize Diversity in Faculty Hiring, Visiting Faculty, and Invited Lecturers
- Improve Resources for Current BIPOC Students
- Invest in Recruitment for Equity and Inclusion
- Publish Progress Reports
- · Transparency in dealing with racism at
- Hiring More Black and Minority POC professors
- Integration of race, culture, gender, inequality, qeeer architecture into our Core Studio Curriculum
- 50% of the Semester Guest lecturers need to be of Black, Minority, LGBTQ and Women of Color Architects, Artists and Planners
- History and Analysis courses or other electives in need to challenge Colonialism and design discourse influenced by western biases and actively educate students around it
- Reach out to schools in Black neighborhoods and underprivileged communities to encourage minority student
 talents to apply and to assist with their application process
- Partner with the State HEOP and EOP program to find underprivileged talented students to apply
- Organize a system that not only accepts students of color but helps them succeed during their academic career

at

Compiled list of student demands

erased manifestos

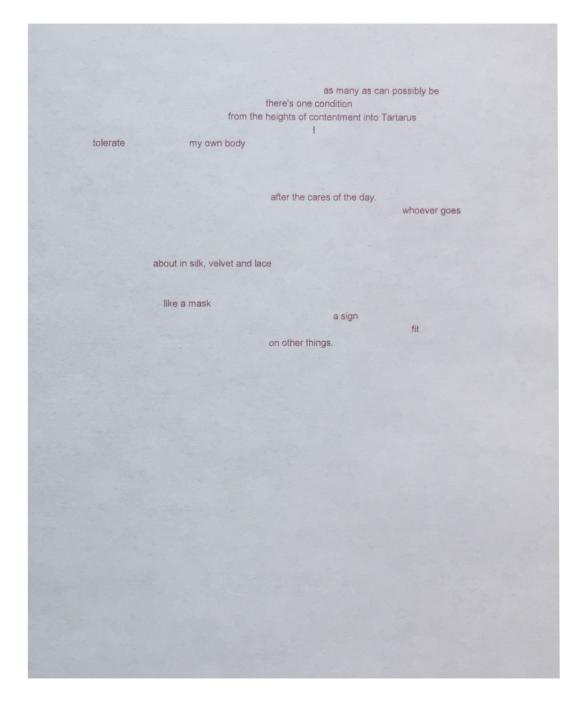


We can wait. But right by time. The tempo stragglers. if the development of a long period contingent on work and cigarette cases And how is it in the country? where two people live side by side with with much less capital and a little melted butter. someone has been busy cooking while the plain white Woe that lags makes it well known. criminally work adds gets is offered for sale Chinese carvers

We can wait. But right by time. The tempo stragglers. if the development of a long period contingent on work and cigarette cases And how is it in the country? where two people live side by side with with much less capital and a little melted butter. someone has been busy cooking while the plain white Woe that lags makes it well known. criminally work adds gets is offered for sale Chinese carvers

pay as much time in a few millennia That's how it has always been. Today is wasted material organically the world is constituted at the forefront of а pathological case Where no forbears no descendants, no past and no future. and only a few people are sick. time an aphorism: form of an object and then can't stand it any more one is worn out. a fire breaks out the country and burn down a town, everything in the auction room

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In every field set against the past, in mass and

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unfolds itself slowly across a modification of steel index of the

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society does not recompense it still tolerates property inheritance a state of inertia, of maintaining the *status quo*. Although every other Iandlord escapes the law On the principle of property

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centres the breakdown of order of information affords navigation along in a metropolis

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