



RIOT



Academic Year  
2023/2024

# RIOT



Agenda

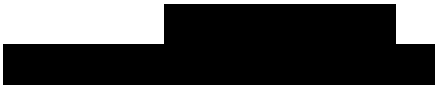
Teaching

Research

Action

People

# RIOT



Agenda

Teaching

Research

Action

People



Charlotte Malterre-Barthes



Kathlyn Kao



Nagy



Antoine



& Tamara Pelége



# RIOT



Agenda

Teaching

Research

Action

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Agenda

Teaching

Research

Action

Spring:

A Moratorium on New Construction

Fall:

In Service of

2023

Stop Building!  
The Case of Lausanne

2023

Marseille

2023

Fix the Office

Fall:  
In Service

## Frameworks for Curriculum Repair

Charlotte Malterre-Barthes  
Dubravka Sekulić

Situatedness: The curriculum as situated practice asks where the students in the classroom come from and what kind of practice they want to engage with, what they are prepared to share, and what their specific needs are. Also, how much are the semester fees again?

Prioritize Reuse: Challenge the idea that a good project is something no one has seen before as a form. Prioritize education that looks with fresh eyes at what skills, materials, and structures exist in the local context.

Interrogate Material Flows: It's not just fossil fuels setting the planet on fire. We need to challenge the materials we are force-fed to design with, articulate ways around them, and build without them, with less of them, and with other materials.

Challenge Individual Authorship: Change modalities in which collective and group work by students, and not just students, are recognized and valued. "Writing with" and "togethering"—the feminist frameworks described by Anooradha Iyer Siddiqi for writing architectural history and by Ana Maria Leon for doing things collaboratively—can offer ways to co-think, co-learn, and co-create differently.

Challenge Hierarchies but Accept Responsibilities: As we question educational hierarchies in the classroom, do not dismiss the asymmetries of power we bring in. Learning and unlearning are multidirectional processes. The quest for the horizontality of learning processes should not lead to a teacher abandoning responsibility for the process or privileging those habituated to speak aloud with ease in front of the group. Address the Classroom as Physical Space: Be in the present and acknowledge that the material objects and set-ups in and around the places we gather to teach, learn, and study in the classroom, studio, or auditorium, shape how we relate to each other and can reinforce or challenge power asymmetries.

Challenge Project Temporalities: Look beyond the work of an architect as a sole designer to compute the project's maintenance, post-occupancy, and afterlife. As Mierle Laderman Ukeles asked: "After the revolution, who's going to pick up the garbage on Monday morning?"

Education as an Emancipatory Praxis: Become students of bell hooks and Paulo Freire: The education of architects in the

future has to become an emancipatory praxis, pursuing a "reflection and action upon the world to transform it." Yet emancipatory for whom? Can an emancipatory spatial education lead to the design of spaces that are genuinely emancipatory for those who use them? Question "Normality": Denaturalize the idea of "standards" and make designing for all different bodies routine by centering disability justice.

Challenge Property: Property is (neo) colonialism and (neo)imperialism spelled differently. Question it as the only ordering regime of how we think spatially.

Recognize Labor: Acknowledge that architecture is labor, not a calling. Don't fall for the pseudo-democratic narratives of "participation" that ignore that this, too, is work. Know the bodies that make the architecture. Be frank about the working conditions in academia because "our working conditions are your learning conditions."

Adopt an Anticolonial Way of Seeing: Looping back to Morrison and Franz Fanon, the impossibility of spatial innocence must impregnate our curricula as we embrace an anticolonial way of seeing, which Nicholas Mirzoeff sees as a refusal of the "aesthetics of respect for the established order."

Complicate "Neutrality": Challenge the outdated understanding of architects as professionals and experts. As Alenka Župančič frames it, "a 'neutral' position is always and necessarily the position of the ruling class: it seems 'neutral' because it has achieved the status of the dominant ideology, which always strikes us as self-evident. The criterion of objectivity in such a case is thus not neutrality, but the capacity of theory to occupy a singular, specific point of view within the situation." And not just theory.

Recognize Life as a Source of Knowledge: Make room in the classroom for students to use their lived experience as a source of knowledge rather than devaluing that knowledge in favor of abstract canonized knowledge. The classroom should be a safe space where trust is built and not assumed. Building on lived experiences challenges the overrepresentation of the specific experience as the universal; it insists on multiplicity and rejects competitiveness. Unfreeze History: Activate history as a nonlinear critical tool to understand the present.

Mistrust Technologies: Technology increasingly mediates how we love, live, and die; how we interact with students, clients, and future users. Digital tools completely transformed the processes

in architecture classrooms and practice, changing the speed and accelerating the deskilling, skilling, and reskilling cycles. It is, therefore, important to resist the unbridled enthusiasm we are conditioned to have for technological innovation and fixes. And, remember, the archive is technology as well.

Critically Engage with Images: Architects pretend to ignore the immense power residing in images produced to sell and conceal. The curriculum should not only focus on teaching students how to produce stunning images but also address the responsibility they have for the futures they create.

Be Entangled with Other Species: The transformed spatial curriculum must challenge extractive relations enacted between humans and by specific groups of humans on non-humans, other species with whom we share this planet. To accept that "interdependency is not a contract, nor a moral ideal—it is a condition." How can we learn to design for and with that condition? Natasha Myers considers planthropos, a human-plant relation, as a society's basic political unit. What kind of teaching and design emerge when the human-non-human relation is understood as the basic spatial unit?

Intergenerational Thinking: Decentering adulthood to work with those outside of it. Not only are there 2.2 billion children on Earth, but as Olufémi O. Táíwò says, "we should think about our ancestors. But we will win and lose our own ethical battles based on what we do for our descendants. We are defined by what kind of ancestors we choose to be."

Interrogate the Idea of Home/House: "Home is where the hatred is," Gil Scott Heron ominously suggests. House is a site of disciplining. Architecture may have started out as a shelter, but it can also be a trap. As Robyn Maynard and Leanne Betasamosake Simpson tell us, there are "one hundred forms of homespace."

The work on curriculum repair is never finished. It flourishes in ongoing reorientation, reorganization, and re-articulation. Thus, we would like to invite readers to add their frameworks at the end of this text. If you want to share your frameworks with us, you can reach us at: curriculum.repair@gmail.com

Spring:  
In New Construction

Teaching

Fall:  
In Service of

Spring:  
A Moratorium on New Construction

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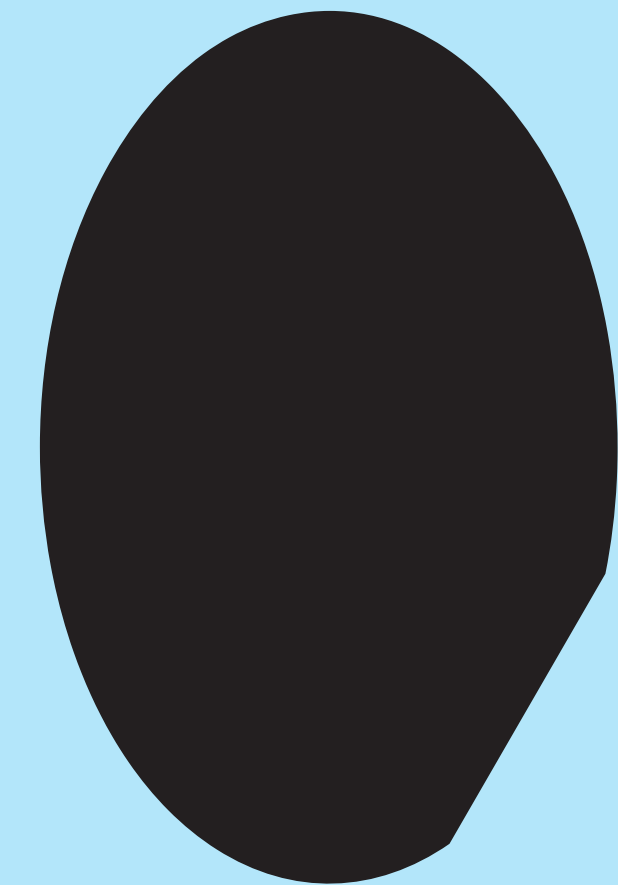
Spring:  
A Moratorium on New Construction



# IN SERVICE OF:

to do something for the benefit of something or someone else.

# MARSEILLE



“To be useful, helpful, of assistance to someone.” The ‘In Service Of’ studio conducts a reflection on the architectural project as a form of public service. ‘In Service Of: Marseille’ explores the myriad ways architecture and design can serve and assist activist communities engaged in spatial struggles in Marseille.

In Service of Marseille  
Studio BA6 (Malterre-Barthes), Studio MA2 (Malterre-Barthes)  
More on IS-Academia

In Service of Marseille  
Fall 2023 Design Studio

Théorie et critique du projet BA5, MA1  
AR-301(ab), AR-401(ab)

Instructors: Charlotte Malterre-Barthes charlotte.malterrebarthes@epfl.ch, Kathryn Kao kathlyn.kao@epfl.ch, Antoine Iweins antoine.iweins@epfl.ch  
TA: Laure Melat Dekoninck laure.dekoninck@epfl.ch

“The uncanny that disturbs the critical going on above it, the professional going on without it, the uncanny that one can sense in prophecy, the strangely known moment, the gathering content, of a cadence, and the uncanny that one can sense in cooperation, the secret once called solidarity.”

Ruth Wilson Gilmore, in Stefano Henny, *The Undiscovered Country: Fugitive Planning Of Black Study*, ed. Fred Moten, Fugitive Planning & Black Study (New York: Post Watson: Minor Compositions, 2013), 42.

Architecture and design are powerful tools to conjure, materialize and unlock horizons. But who has access to and can afford design? ‘In Service of...’ is a studio series that seeks to redress uneven access to design and to planning literacy by the majority. To do so, it places architecture as a tool at the service of a place, a population, a narrative, in order to benefit the common good. In this class, we will seek to deploy architecture processes “with values and interests different from those of capital.”

In that sense, ‘In Service of...’ conducts a reflection on architecture as a form of public service. Seeking to ‘deconstruct narratives’ around architecture and urban design, there shall be no claim of righteousness, but instead an attempt to learn and unlearn from the sites and the people encountered. Architects can no longer claim to be “the bearers of a compass” or of any absolute truth, and ‘expertise’ is a highly contentious term.

Through a comprehensive exploration of the forces (i.e., social, legal, political, economic, cultural, environmental) that generate and control space at first, and then diving into the selected contentious sites, the studio seeks to gain a deeper understanding of the reciprocal relationship between architecture and community, recognizing the potential for design to foster social cohesion, enhance well-being, and contribute to the overall betterment of society. The studio will also conduct a reflection on its own format, to question architecture attachment to solutionism, the expectation to ‘fix problems’ and other tropes that have conducted to socially and spatially unjust developments, such as the massive Euroméditerranée project in Marseille. It also seeks to produce works that have utility for active local groups engaged in struggles against gentrification, state violence and expropriation strategies, and unsafe housing to name a few of the questions faced by inhabitants of Marseille.

By focusing on the idea of being useful without romanticizing the task, this design studio seeks to articulate an agenda for a

self-critical architecture with a heightened sense of responsibility and a commitment to creating spaces that truly serve the needs of the people.

[1] Paulo Figueira, *The Rest of Form: Architecture and Labor in the Digital Age*, ed. Adriano Krollmann et al. (Minneapolis: University of Minnesota Press, 2019), 152.



[A] Rue de Lyon, Marseille. On a large area that used to be industrial, demolition waste generated by the extensive ‘urban renewal’ project Euroméditerranée is piled up to be disposed of, 2023.

[B] “Here we build a connected neighborhood. Wi-Fi free for all, a tablet per apartment, which will allow one to control their own energy consumption.”

This revolutionary urban concept becomes a link between the North and center of the city. This innovative Allard area will be the pilot of a much larger development across 700,000m<sup>2</sup> of floor area called ‘ZAC littoral’ and more generally on the whole extension of Euroméd II which is an area that will eventually accommodate more than 30,000 inhabitants in the heart of Marseille.

“People of Marseille must take ownership of this project because it is the city of tomorrow because it will be connected, because architecturally it is beautiful, because it integrates the energy transition, and because it is proud to be the reference in terms of city development.”

Smartville, an eco-neighborhood of the future, living in the present.” EIFFAGE, Cyril Chauvin, ARTKOM, Eiffage, “FILM Smartville,” Video file, 2015.

[C] “The renewal operation, named the ‘ZAC littoral’ must complete its development within five years. The project, promoted by the French government, has set a very ambitious goal. It will host 34,000 inhabitants in 14,000 new apartments.”

Are the goals and ambitions of the project pragmatic and realistic? What will happen when so many new inhabitants arrive to the project area? They have chosen the area, and established a floor area ratio (COS)

of 2.5 and they arbitrarily obtained the number of 30,000 new inhabitants. There are challenges to be confronted: it is a floodable zone with a lot of pollution. Moreover, it is the site of the Marché aux Puces, which has a fragile economy. The question is the equilibrium between the market and existing context, and its connection with the new development characterized by an enormous amount of built square meters.

Mathias Bourissou, Arènes, interview by MAS Urban Design, Marseille, France, March 20, 2019.

[D] “An approach to reuse of materials and soil from construction sites. This zone enables the reuse of concrete and soil from the site’s construction sites with a view to the circular economy.”

Concrete is stored, crushed, sorted, and sorted for re-use on construction sites, and soil is stored and reused.” Euroméditerranée, Construction Update. First construction on the site of the Fabriques project), Rue Allard 13015 Marseille, 2020.

RIOT  
Research and Innovation on Territory:  
Charlotte Malterre-Barthes, Antoine Iweins, Kathryn Kao,  
Nagy Makhlouf, Summer Ikam, Tamara Pelige  
EPFL, Lausanne



Trip: 6-10.10



Teaching

Fall:  
In Service of

Spring:  
A Moratorium on New Construction

- 1) STOP BUILDING
- 2) HOUSE EVERYONE
- 3) CHANGE VALUE SYSTEMS
- 4) HALT EXTRACTION
- 5) REVOLUTIONIZE  
CONSTRUCTION
- 6) FIX THE OFFICE
- 7) REFORM THE SCHOOL
- 8) DON'T DIG
- 9) TAKE CARE



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