Architecture Speaks in Unintelligible Tongues: Deleuze’s Empiricism, Subjectivity, and Ethics of Integrative Education

Najlaa K. Kareem
PhD Candidate Architecture/ DAAP
Abstract

This presentation suggests a new transversal image of thought to grasp the creation of an ethical series of events in which architectural history/theory coursework engages in multi-educational rhizomatic ‘plateaus’. It does so by combining the philosophies and notions of impersonality and effects of French post-structuralist Gilles Deleuze, with that of Simone Brott (an Australian architect), as the basis for a cartographic analysis of the empirical subjectivity that works as a set of impersonal effects to reformulate the architectural history/theory coursework.
Deleuze’s Rhizomatic Philosophy of Integrative Education

Impersonality

Effects

Impersonality and Effects, Simone Brott
Multi-Educational Rhizomatic ‘Plateaus’
“Genius Loci”
Representational Reference
The question driving this research is, how do we create an educational image within impersonal effects that is irreducible to conventional formalism or traditional dualism as an either/or relationship?
Educational Image

Deleuze’s logic of creation
‘Arborescent’ Model and ‘Rhizome’ as a Horizontal Structure
Creative Pedagogy

Gilles Deleuze and Félix Guattari

THE RHIZOME
Connectedness and Movement
Architecture and Cities
Architecture and Cities
Deleuze and Guattari

- **Rhizome** – „an acentred, nonhierarchical, nonsignifying system without a General and without an organizing memory or central automaton, defined solely by the circulation of states“ (1987, p. 21).

- Rhizomes ... are networks, cut across borders ... build links between preexisting gaps and between nodes that are separated by categories and orders of segmented thinking, acting and being.
Multidirectional Lines of Becoming
The *Doubled Selection*
Empirical Subjectivity
The Impersonal Field
Excluding the Middle: Architecture’s Submission to the System of Signification
Arborescent Thought
“The Representational Image of Thought”
Dogmatic Image of Thought
“Disneyfied” Historical Identity
“Fixed” Identity
Including the Middle: Architecture in “a Zone of [. . .] Objective Indetermination”
A Rhizomatic Plateau of Thought
Nomadic Learning
Nomadic Learning
Nomadic Learning
Nomadic Learning
Nomadic Learning
Nomadic Learning
Students Work

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Thank You...