

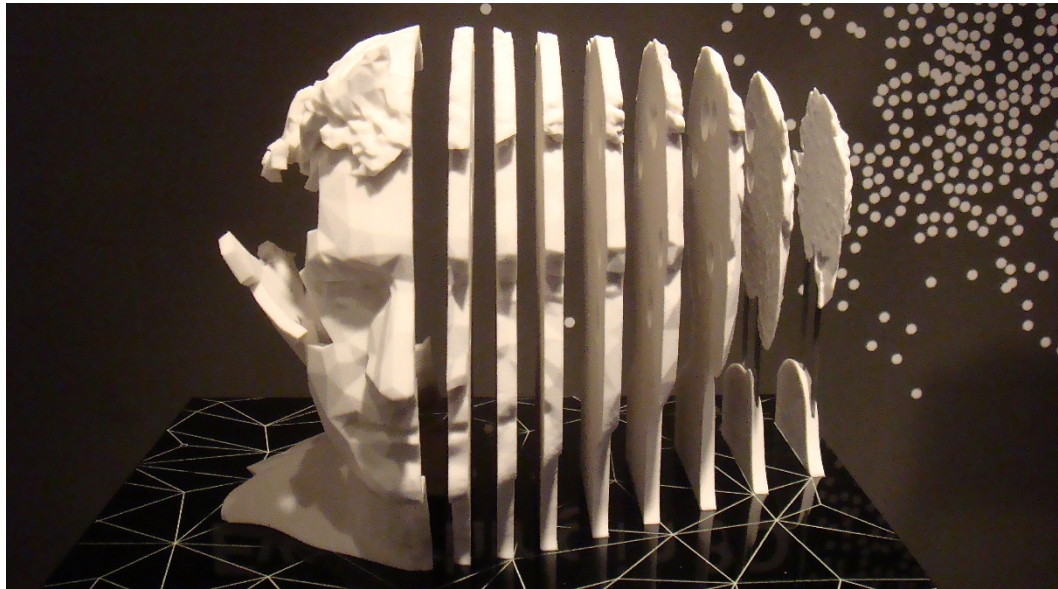
# **Architecture Speaks in Unintelligible Tongues: Deleuze's Empiricism, Subjectivity, and Ethics of Integrative Education**

**Najlaa K. Kareem**  
**PhD Candidate Architecture/ DAAP**

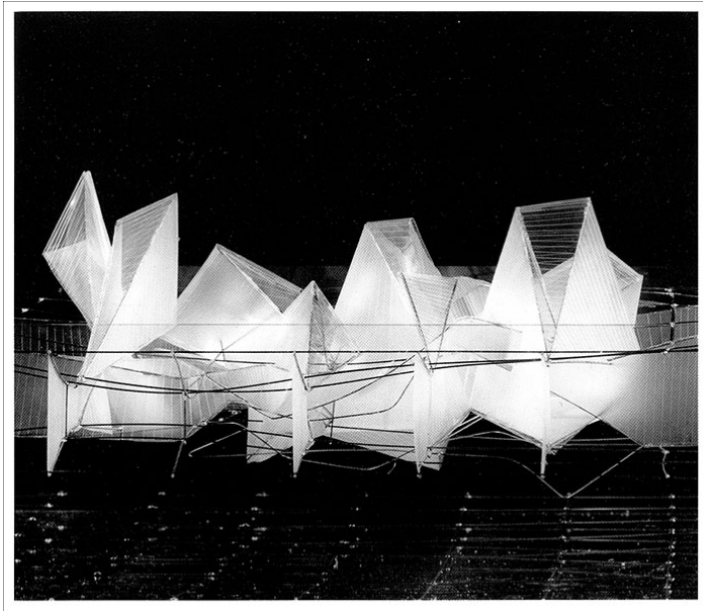


# Abstract

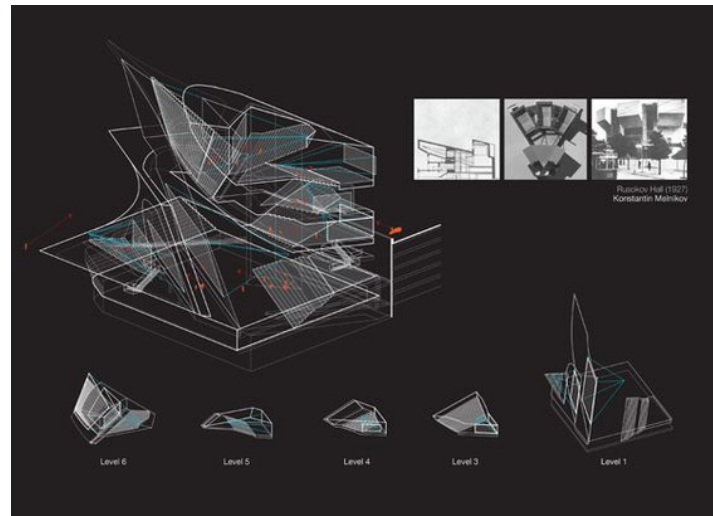
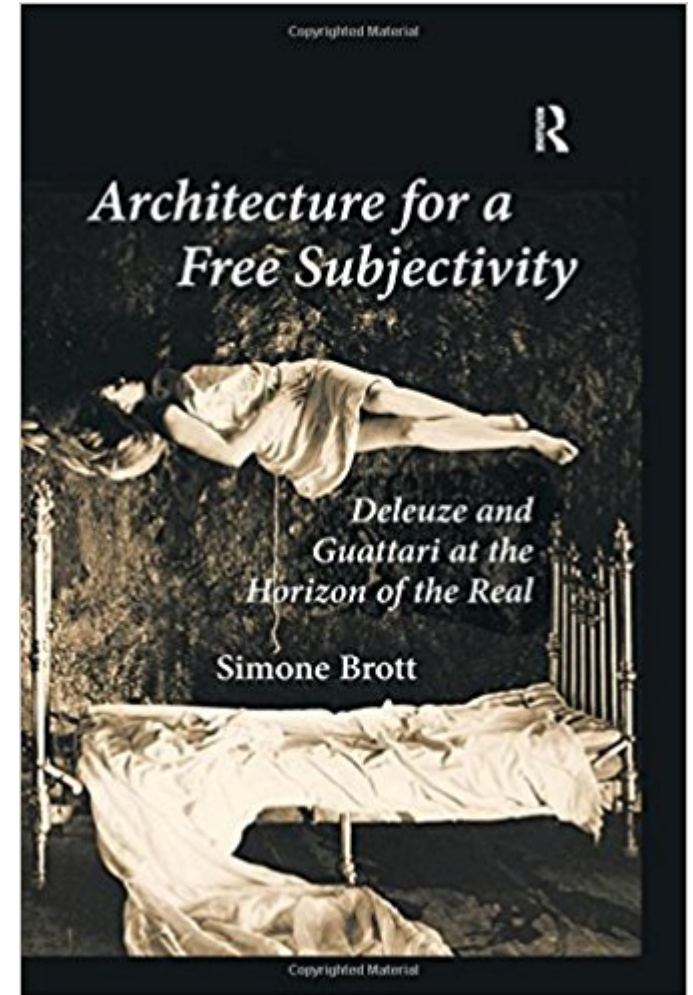
**This presentation suggests a new transversal image of thought to grasp the creation of an ethical series of events in which architectural history/theory coursework engages in multi-educational rhizomatic ‘plateaus’. It does so by combining the philosophies and notions of impersonality and effects of 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



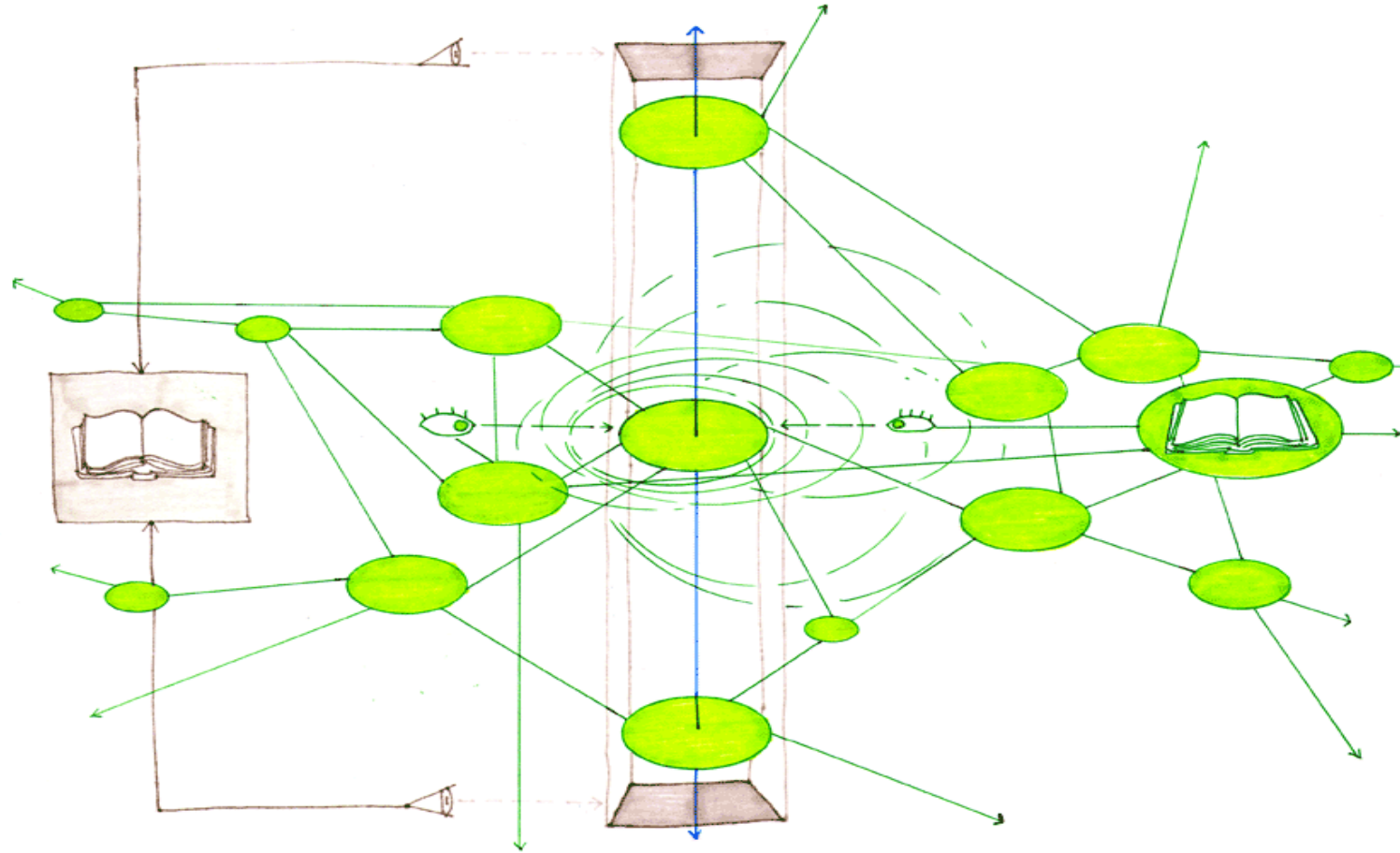
**Impersonality**



**Effects**

**Impersonality and Effects , Simone Brott**

# Multi-Educational Rhizomatic 'Plateaus'



# “Genius Loci”



# Representational Reference



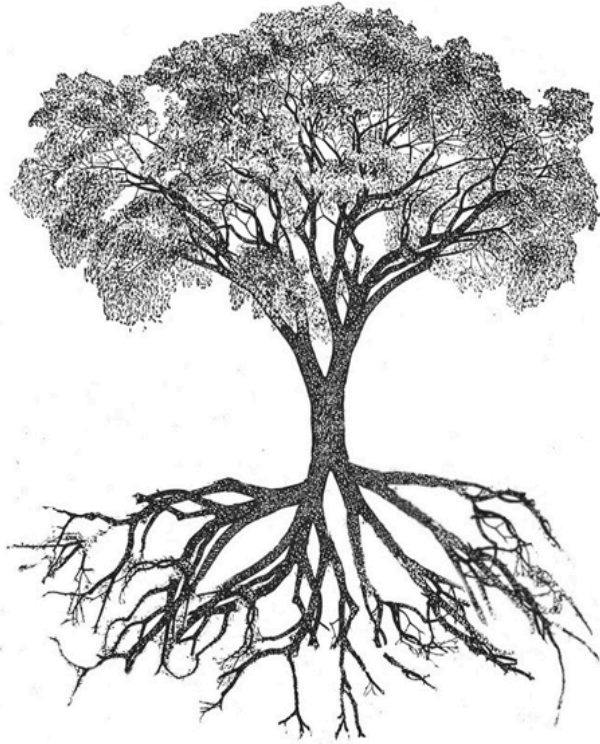
The question driving this research is, how do we create an educational image within impersonal effects that is irreducible to conventional formalism or traditional dualism as an either/or relationship?

# Educational Image

## Deleuze's logic of creation



# ‘Arborescent’ Model and ‘Rhizome’ as a Horizontal Structure



**Tree**



**Rhizome**

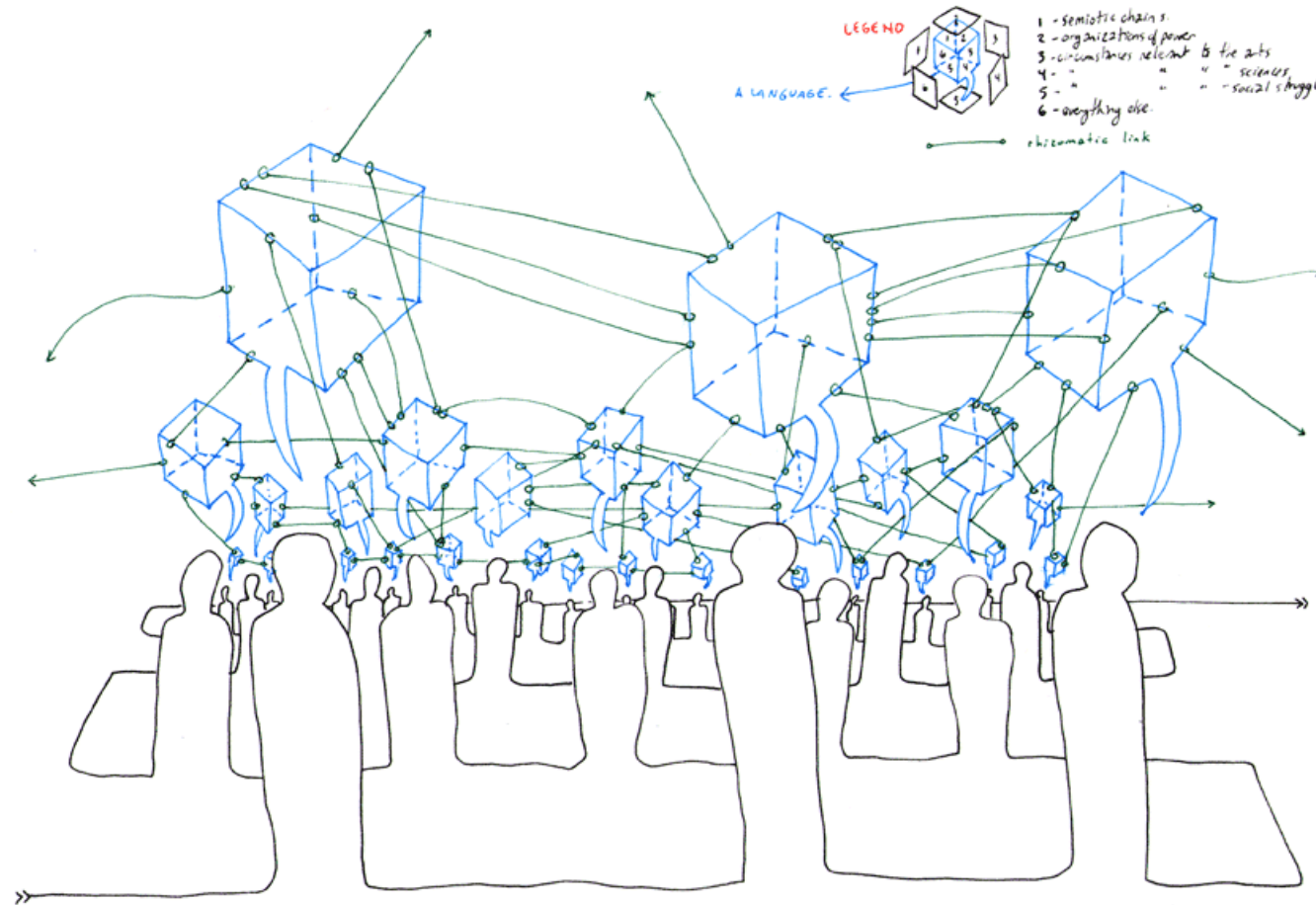
# Creative Pedagogy

Gilles Deleuze and Félix Guattari

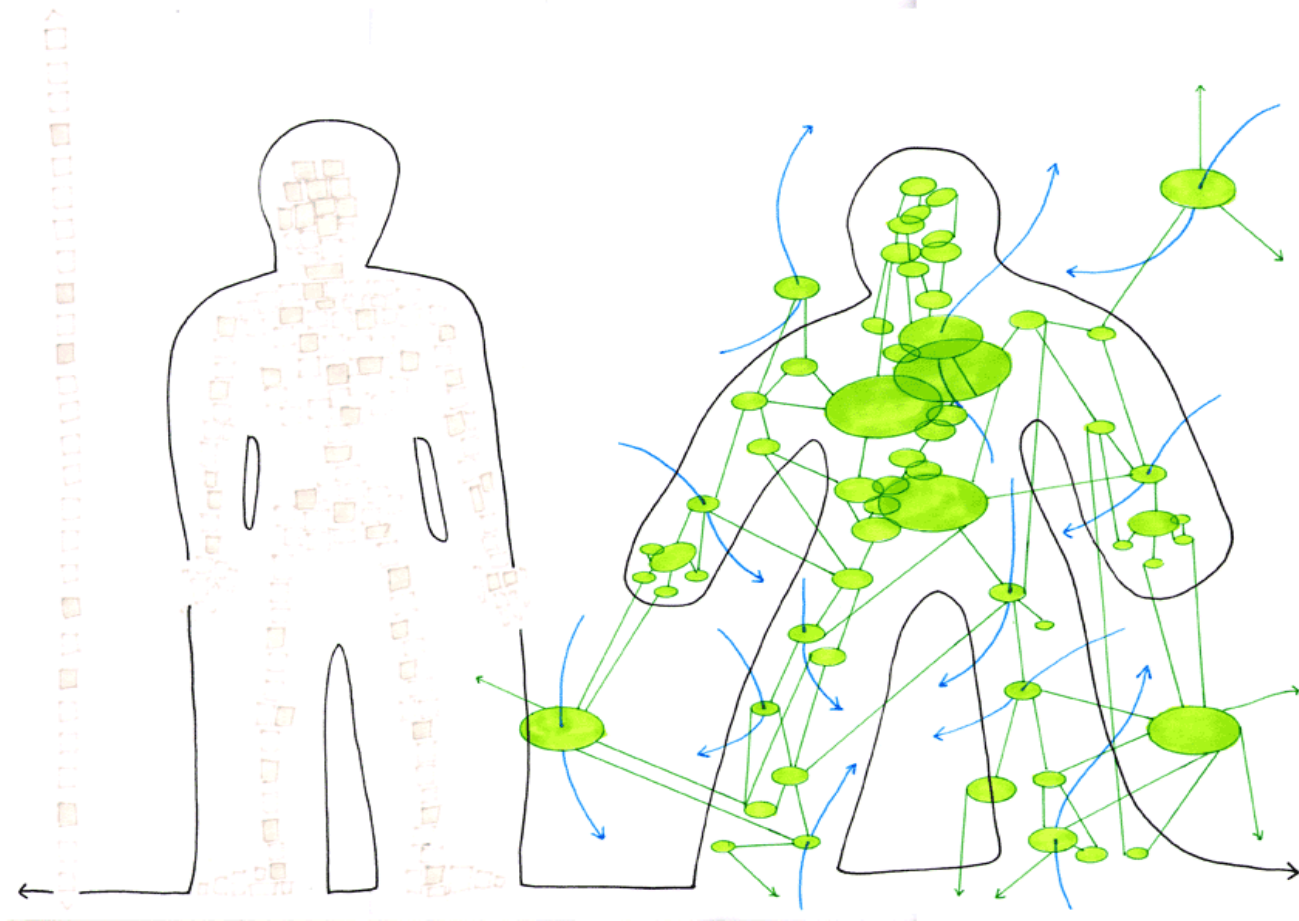
## THE RHIZOME



# Connectedness and Movement



# Connectedness and Movement



# Architecture and Cities



# Architecture and Cities

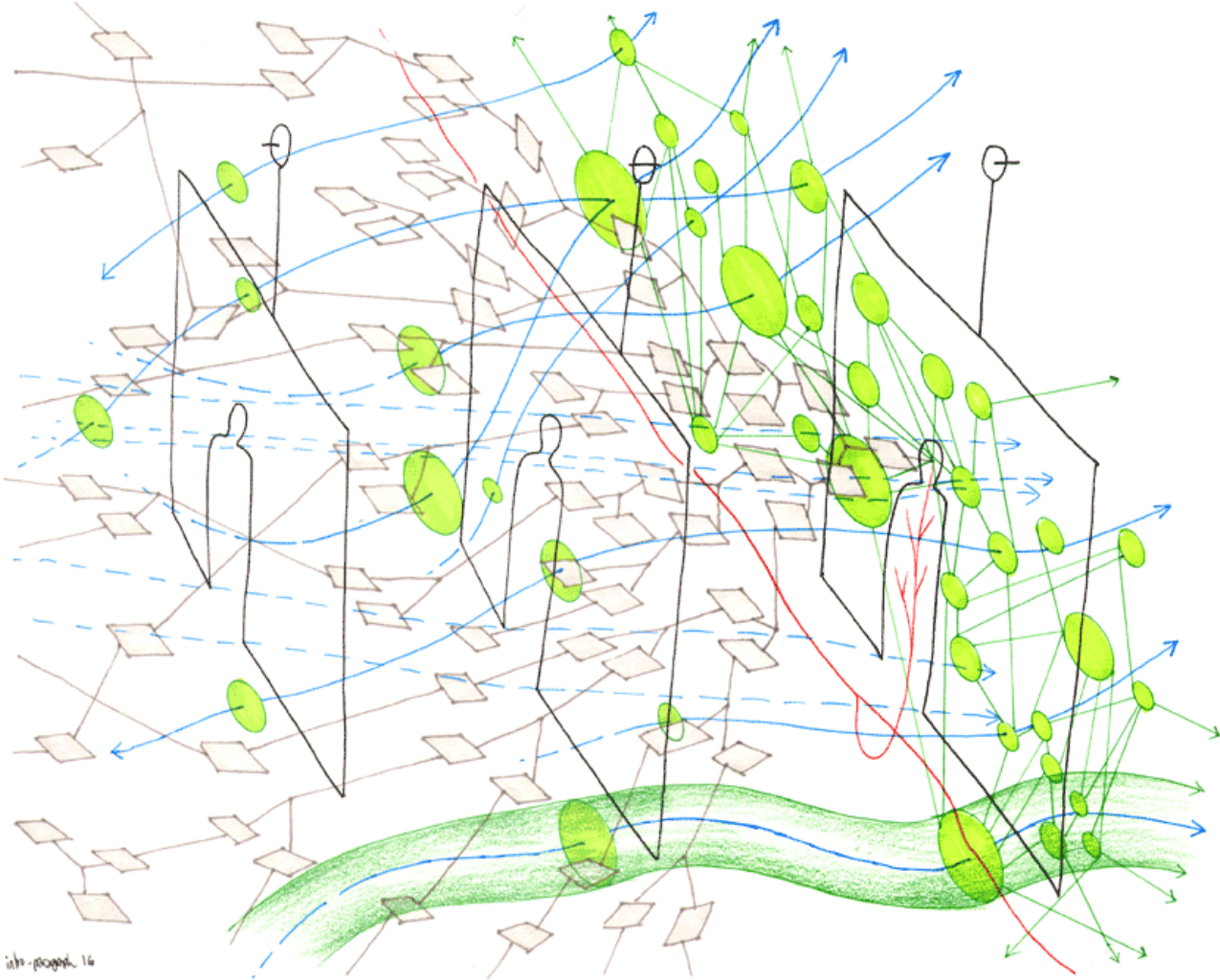


# Deleuze and Guattari

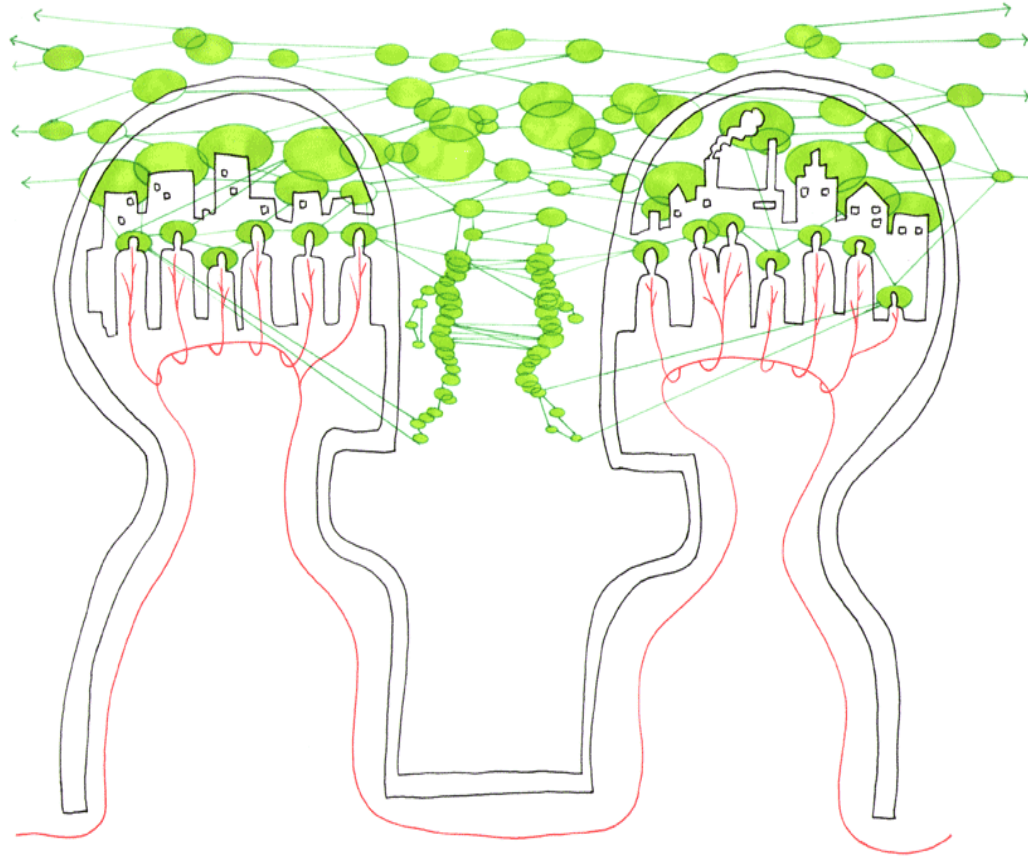
- **Rhizome** – „an acentred, nonhierarchical, nonsignifying system without a General and without an organizing memory or central automaton, defined solely by the circulation of states“ (1987, p. 21).
- Rhizomes ... are networks, cut across borders ... build links between preexisting gaps and between nodes that are separated by categories and orders of segmented thinking, acting and being.



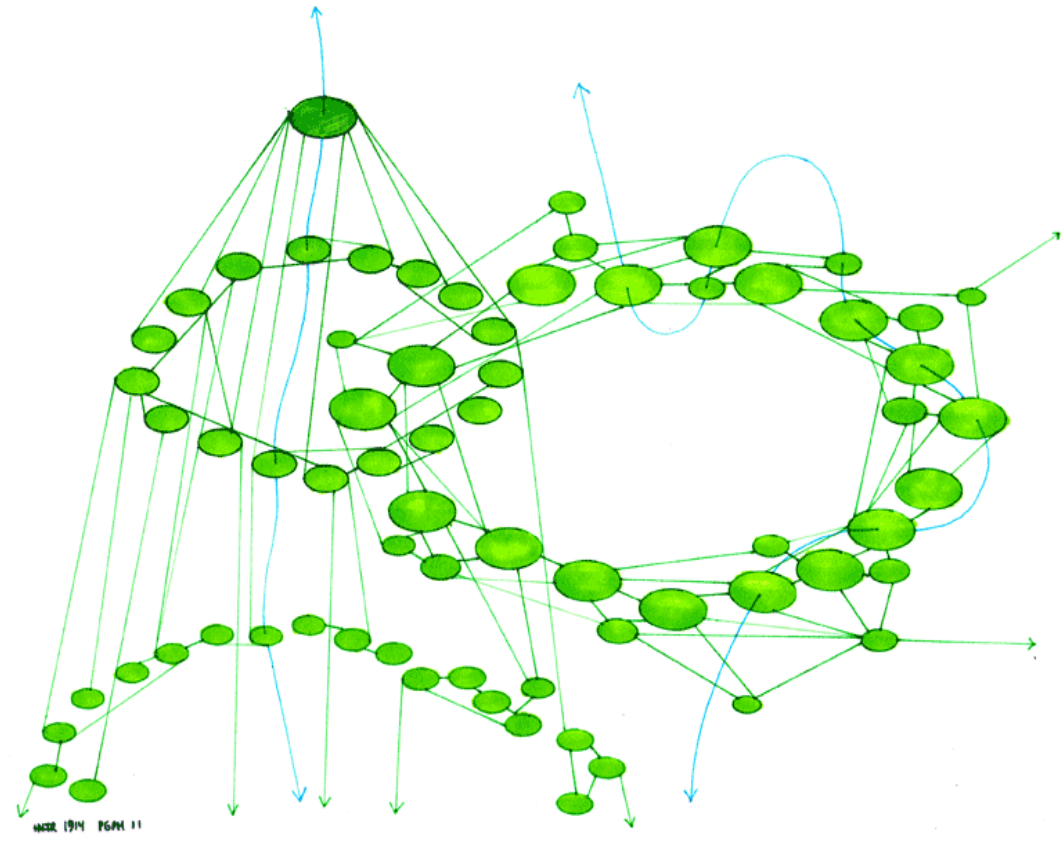
# Multidirectional Lines of Becoming



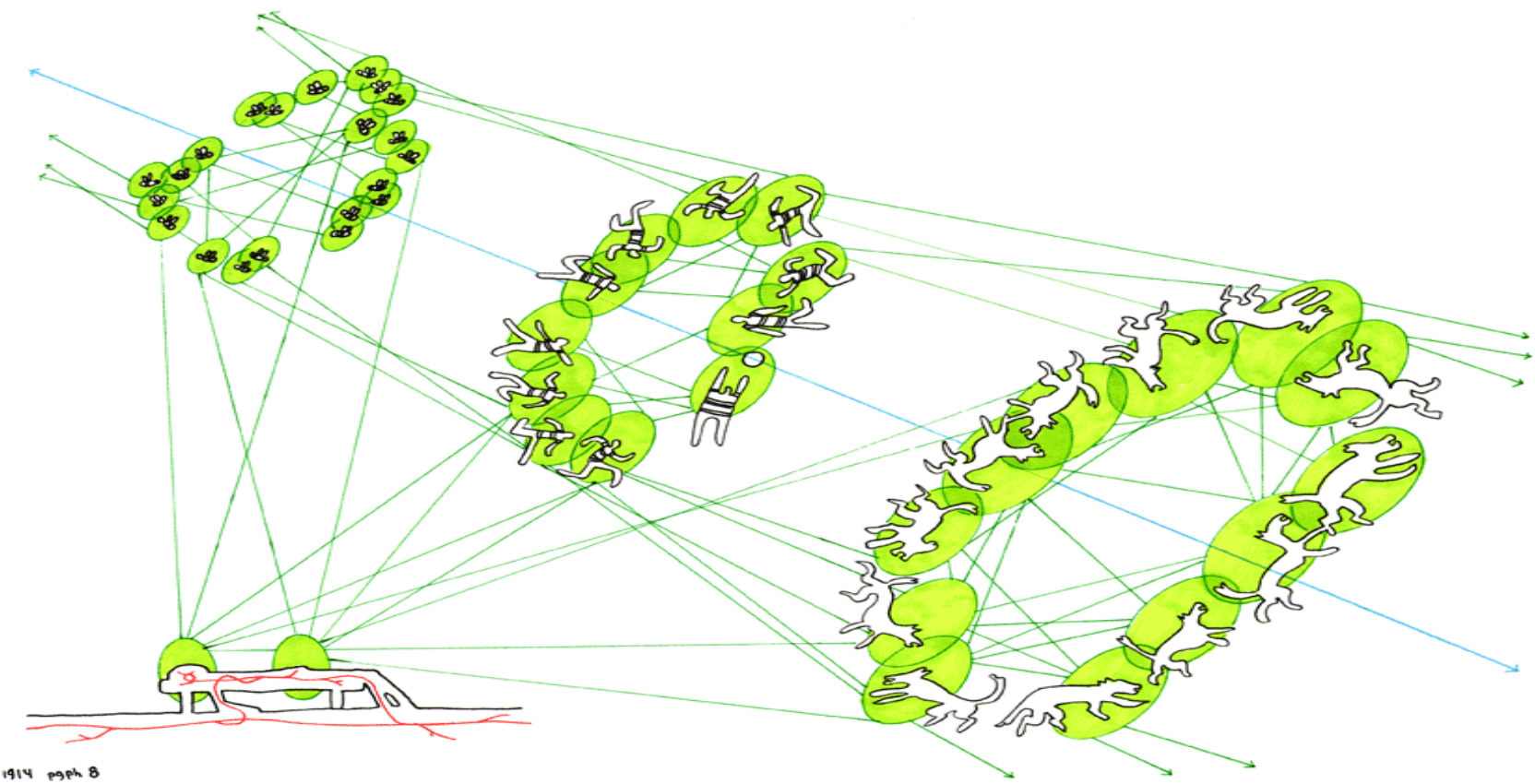
# *The Doubled Selection*



# Empirical Subjectivity



# The Impersonal Field



1914 page 8

# 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



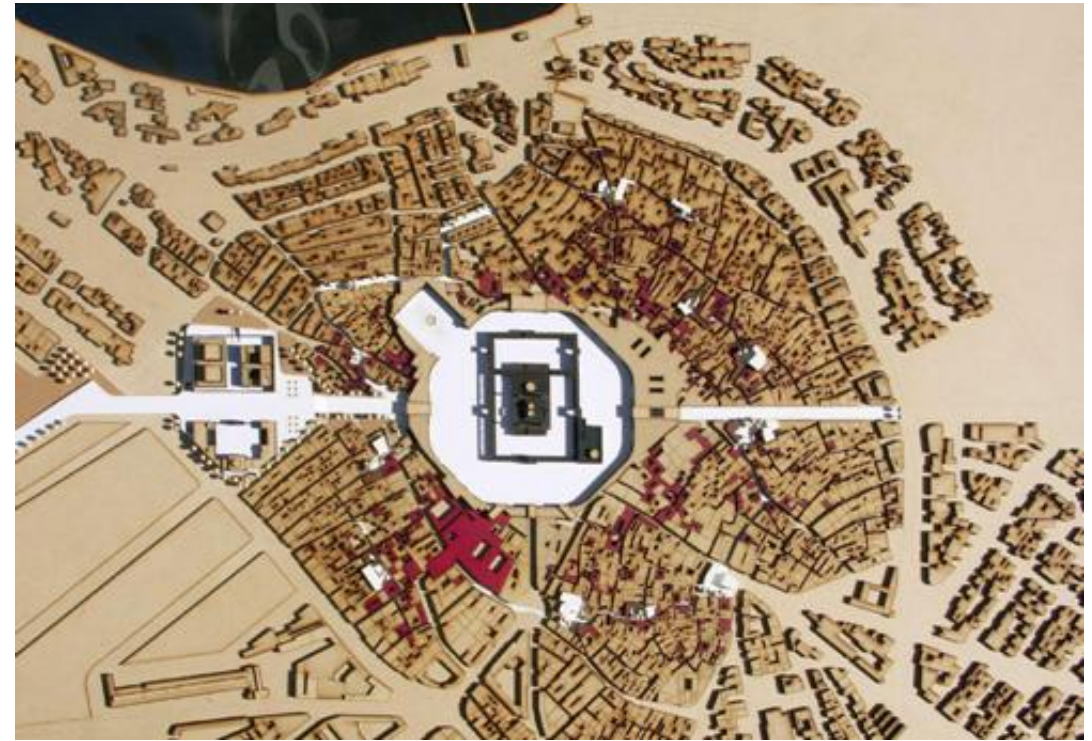
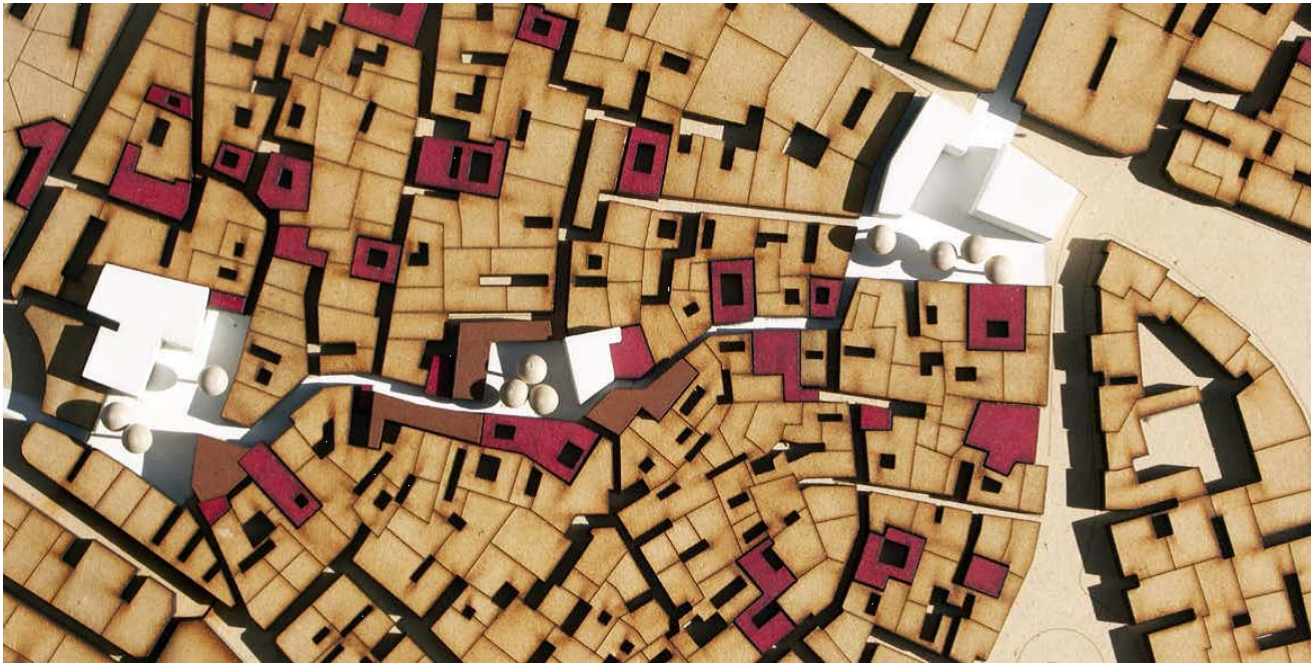
# “Fixed” Identity



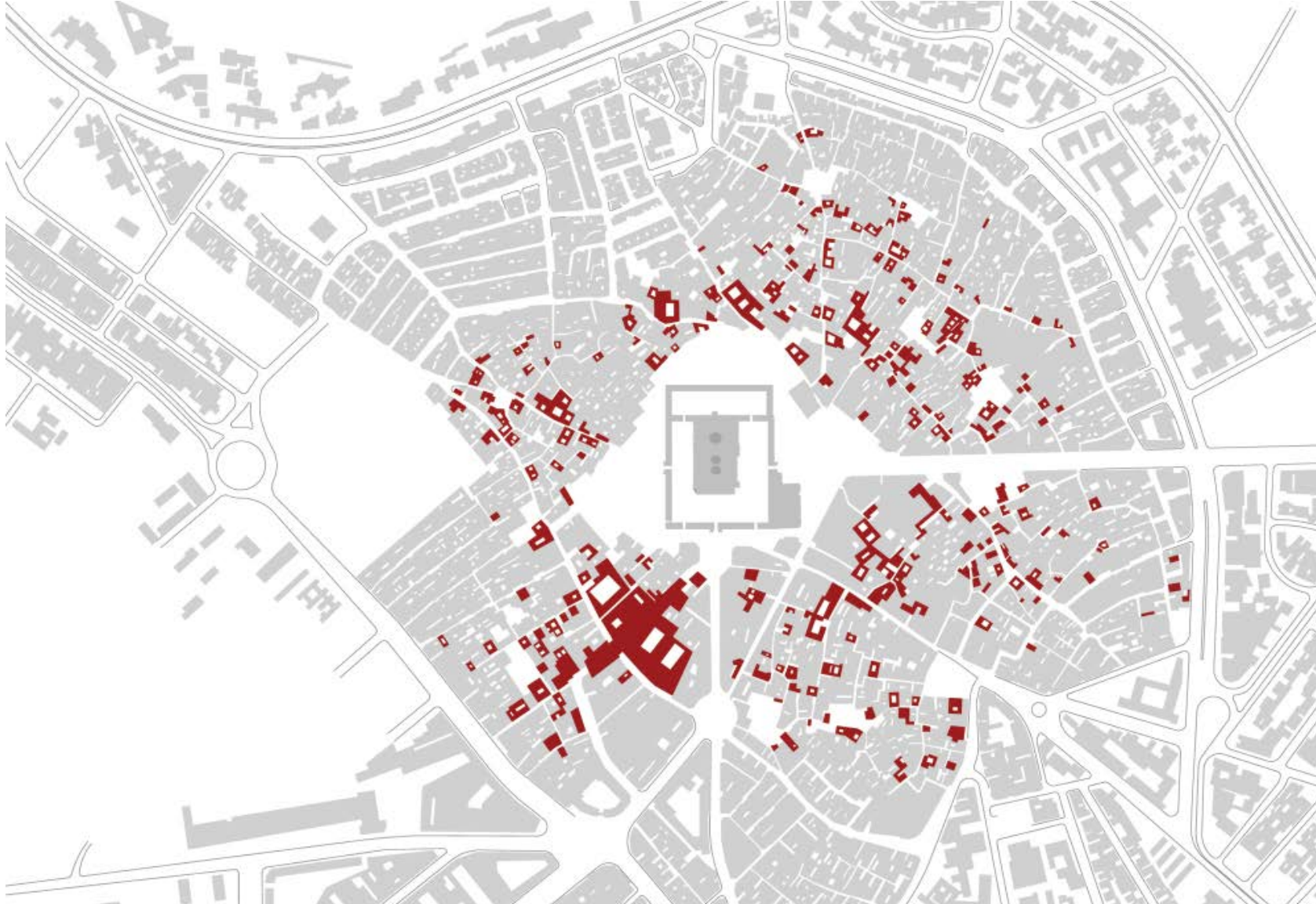
# Including the Middle: Architecture in “a Zone of [. . .] Objective Indetermination”



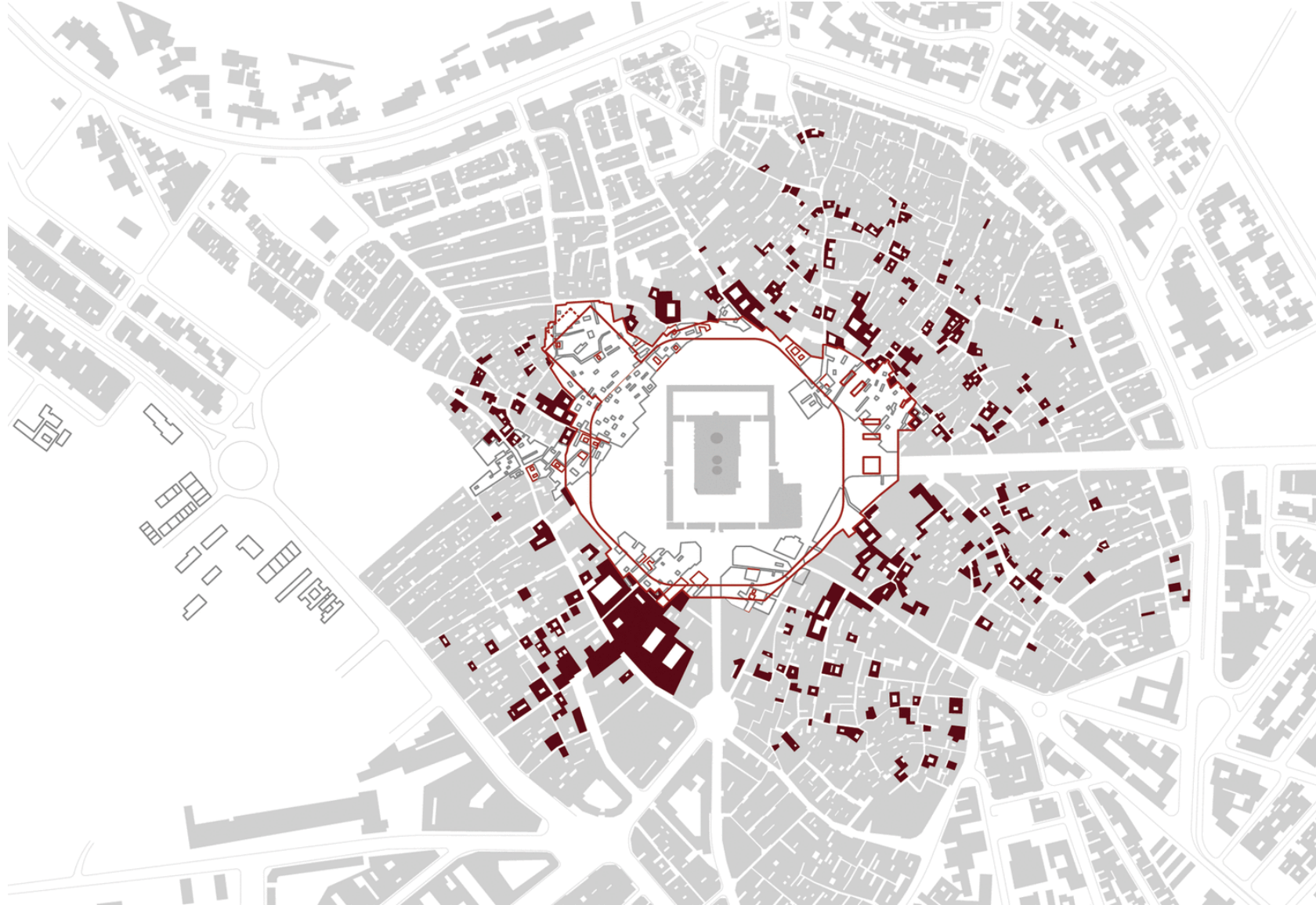
# A Rhizomatic Plateau of Thought



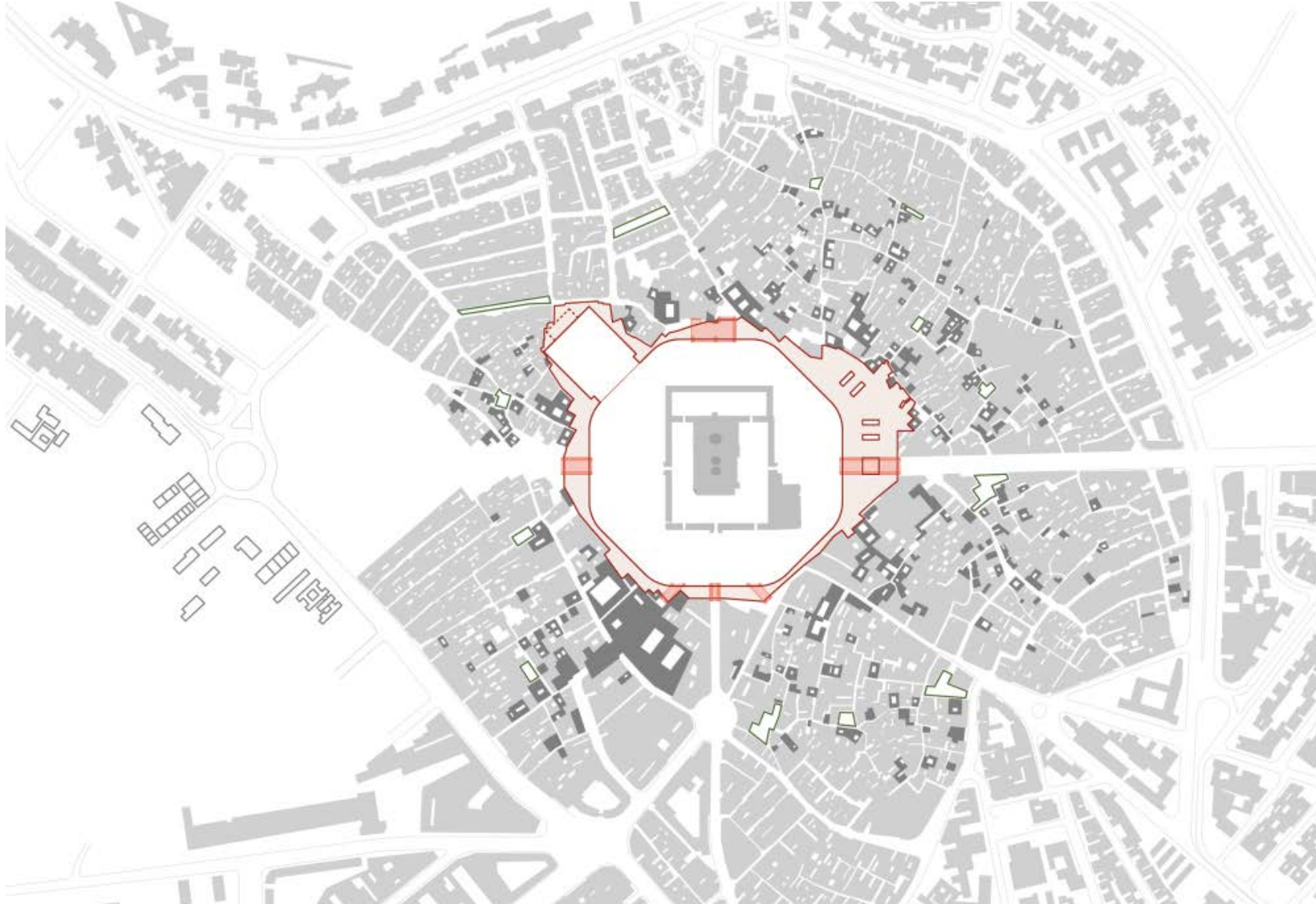
# Nomadic Learning



# Nomadic Learning



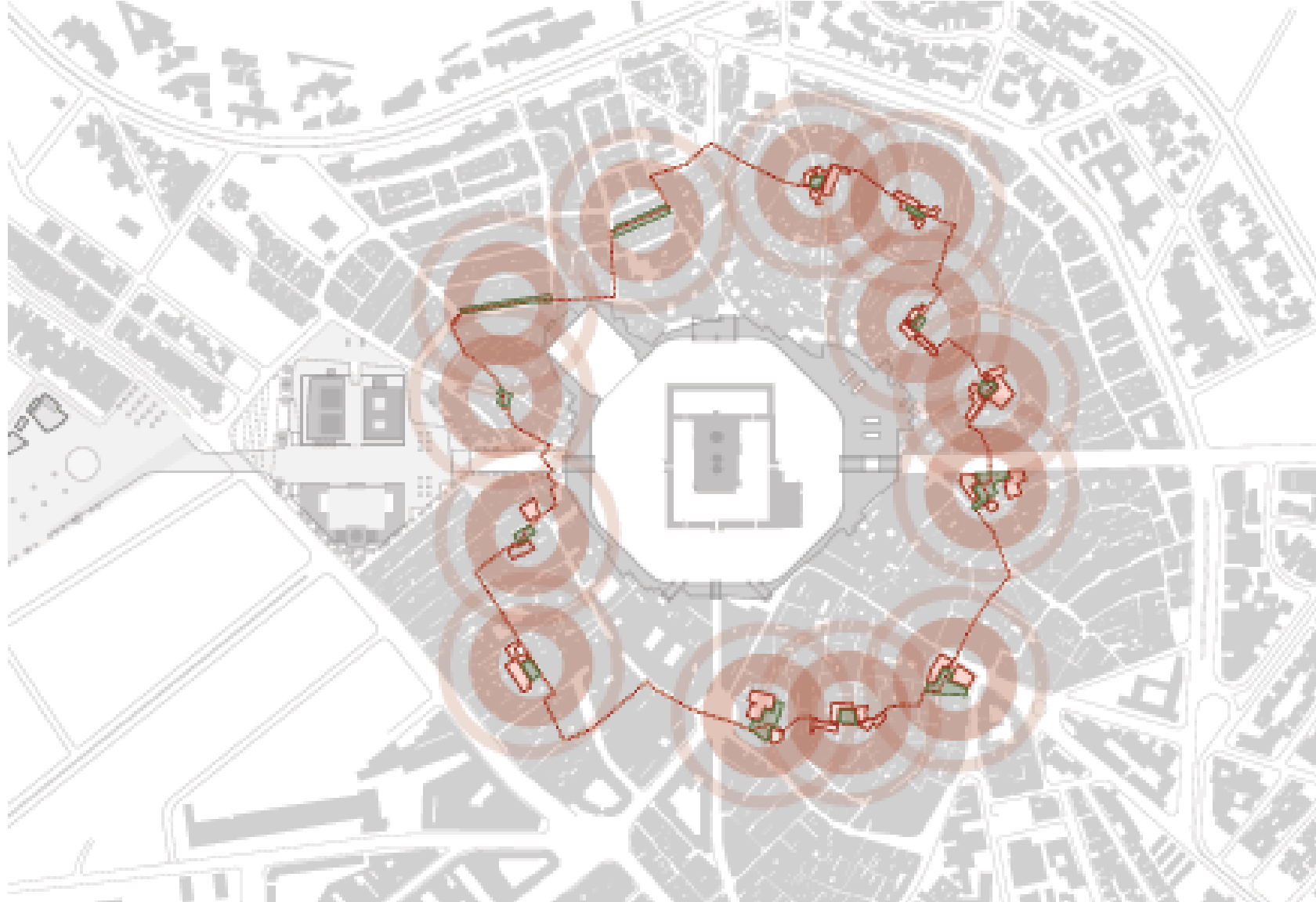
# Nomadic Learning



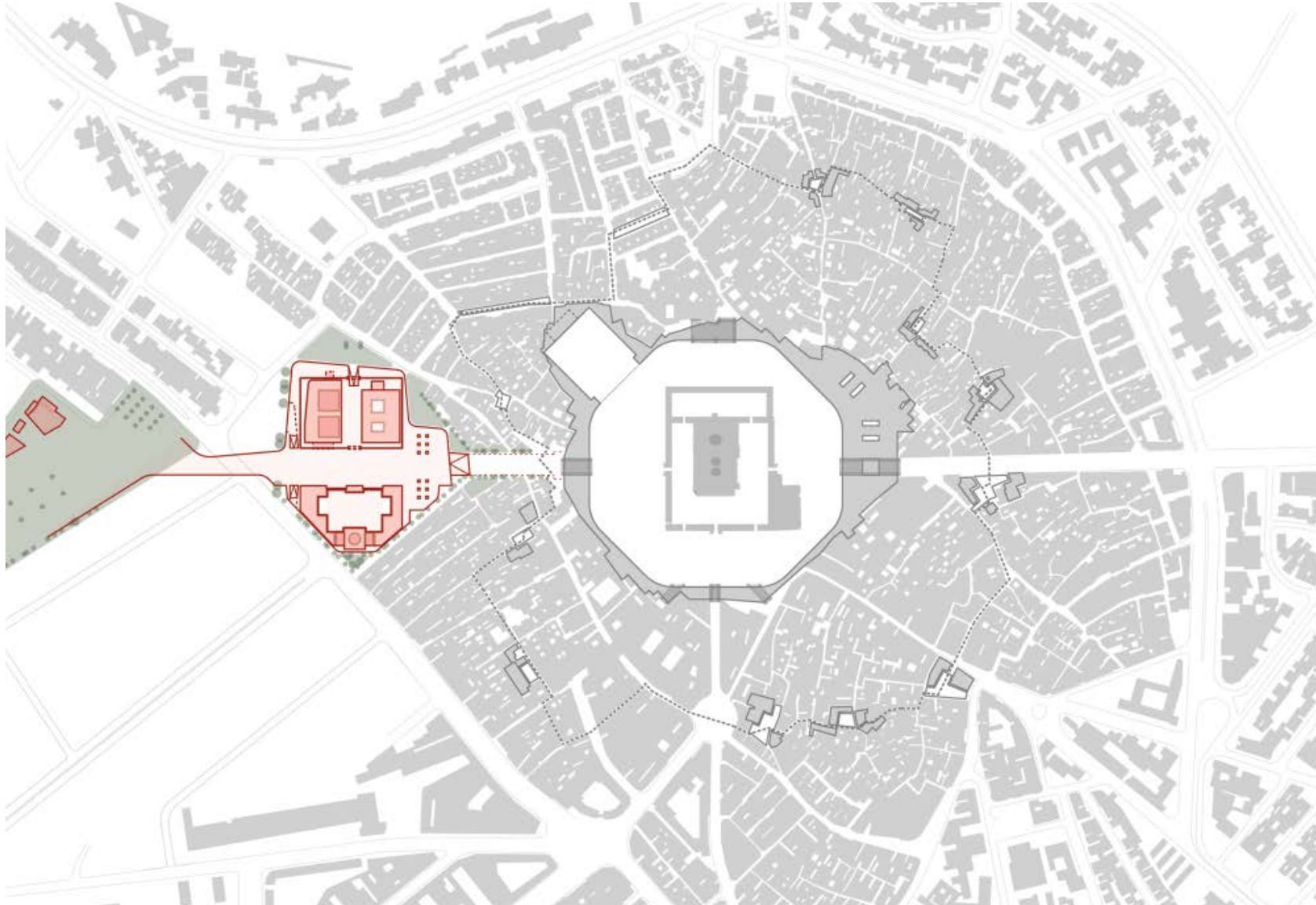
# Nomadic Learning



# Nomadic Learning

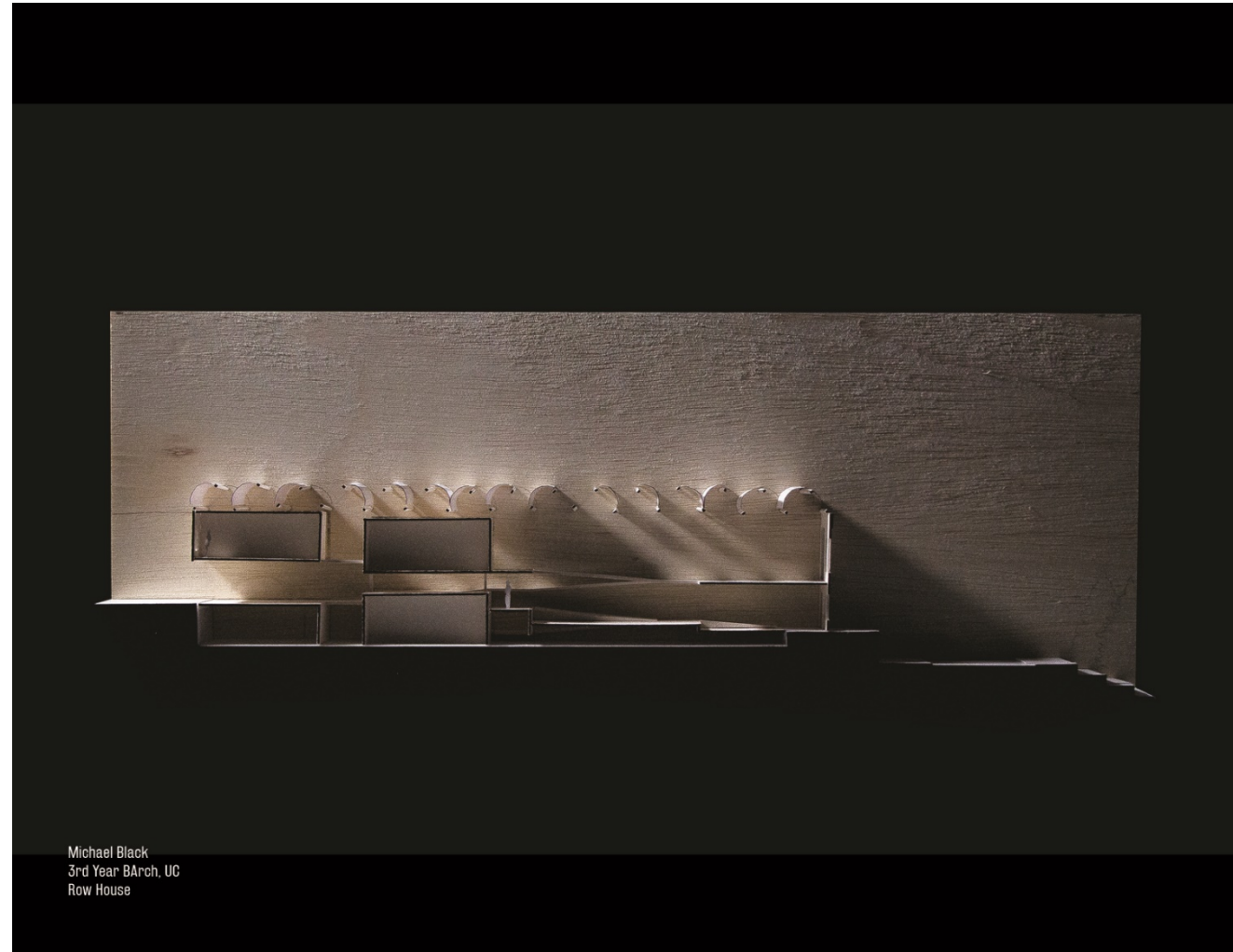


# Nomadic Learning



# Students Work

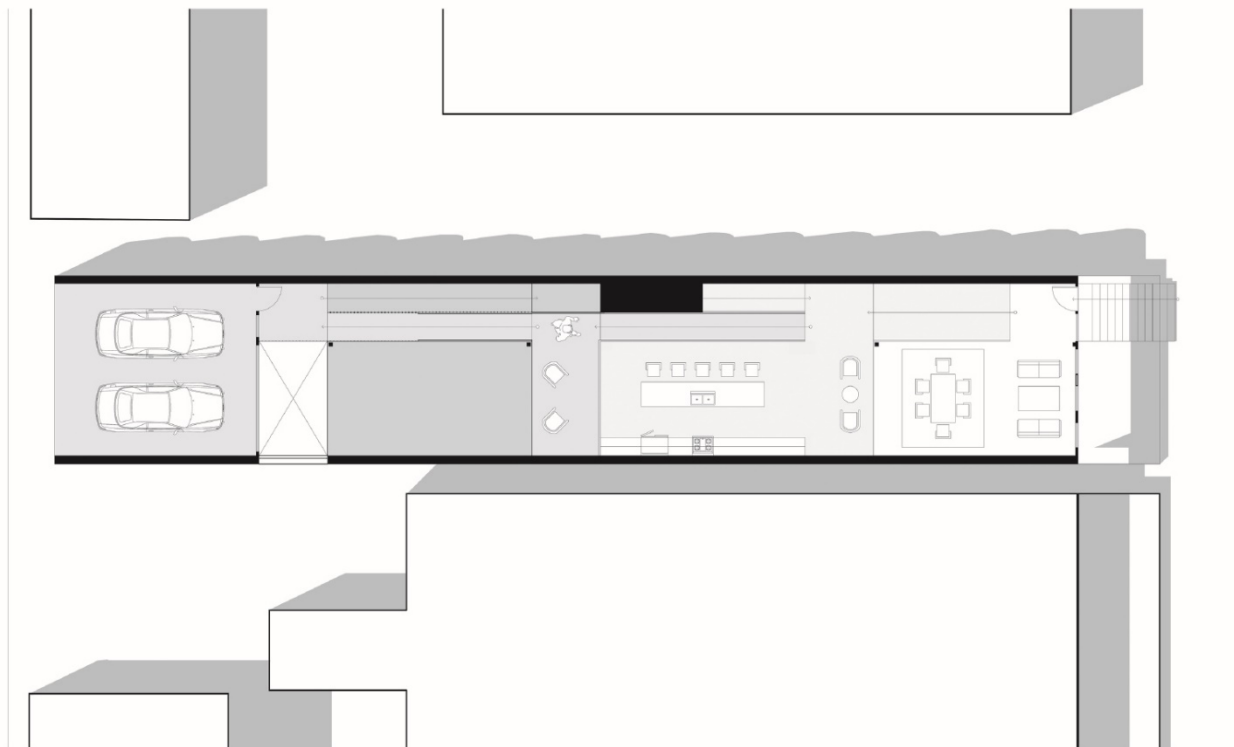
School of Architecture, DAAP, UC



Michael Black  
3rd Year BArch, UC  
Row House

# Students Work

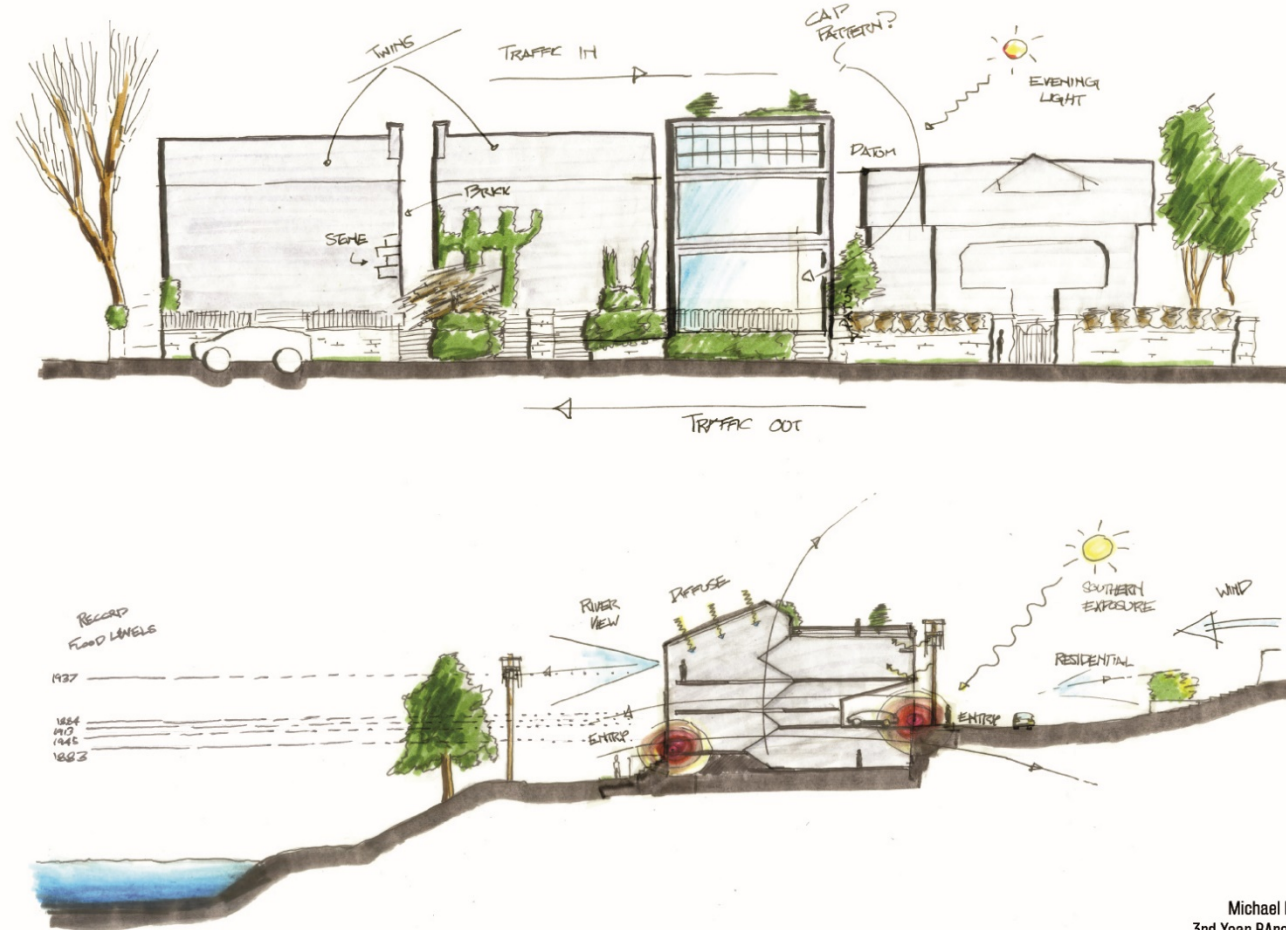
## School of Architecture, DAAP, UC



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# Students Work

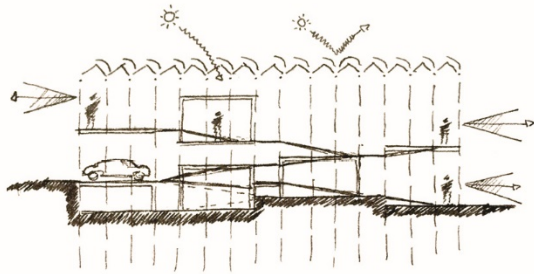
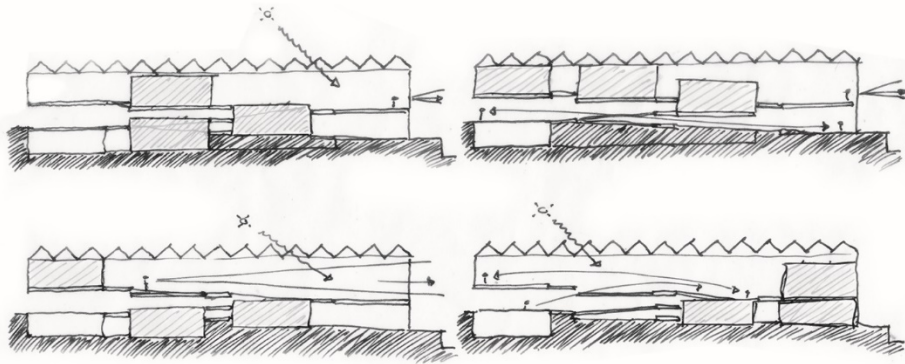
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# Students Work

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# Students Work

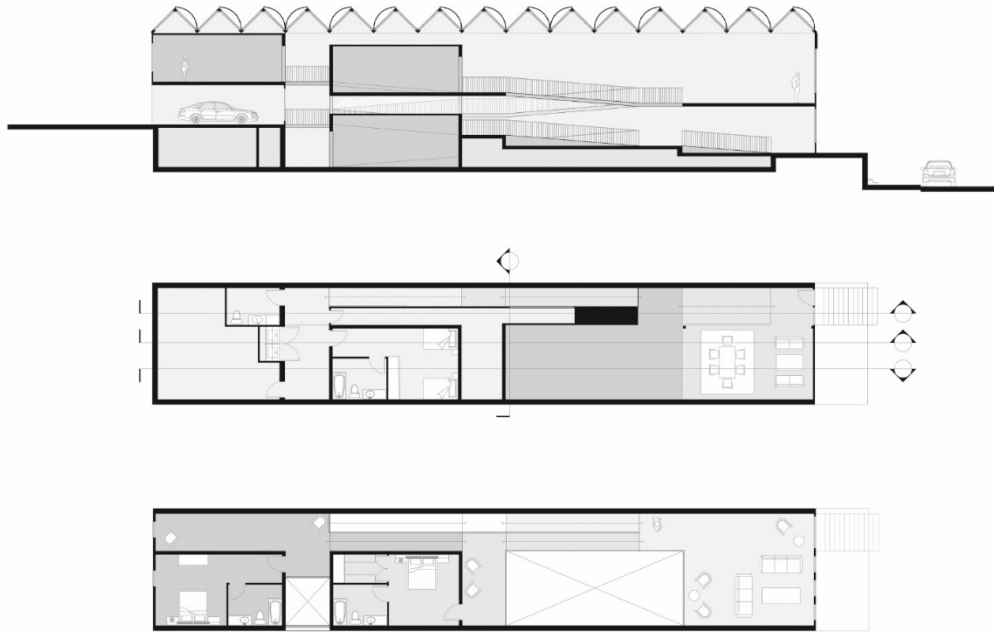
School of Architecture, DAAP, UC



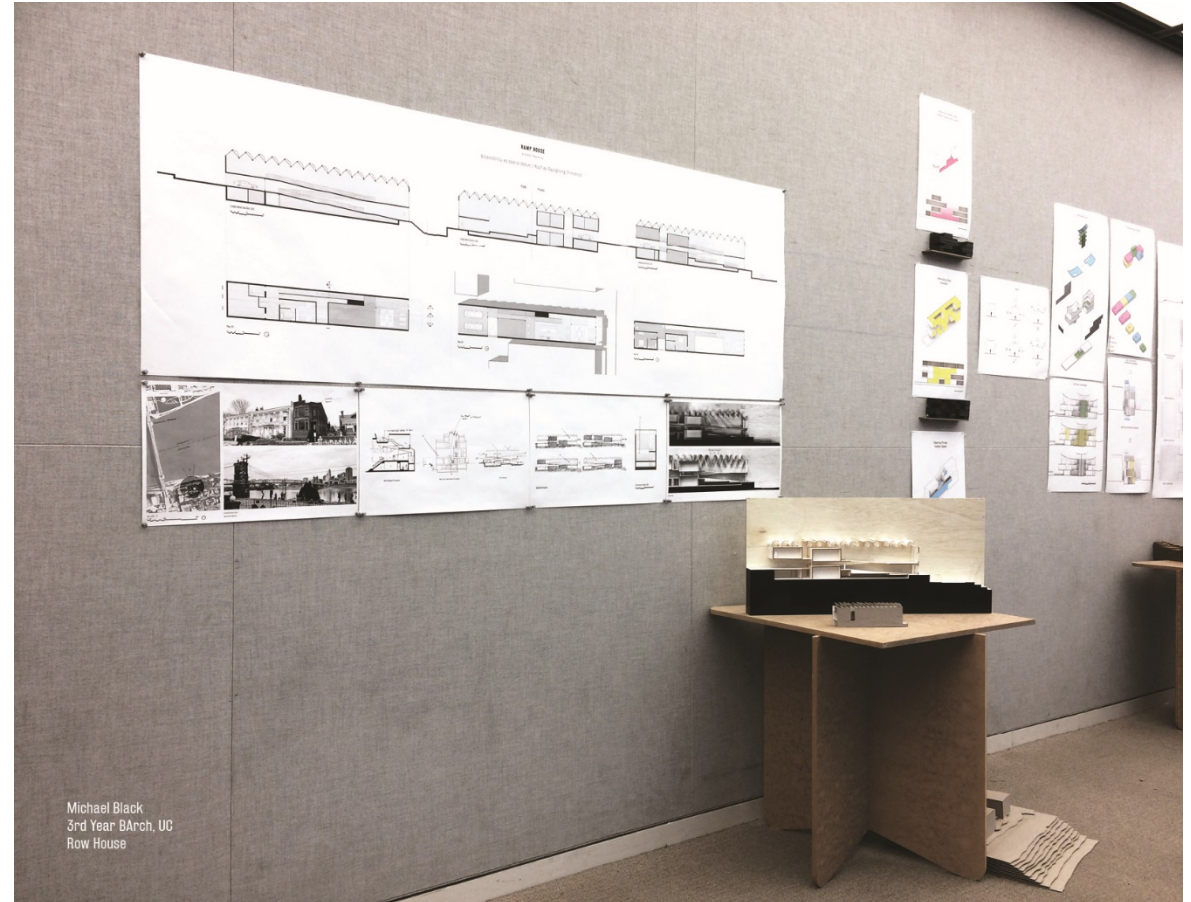
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# Students Work

## School of Architecture, DAAP, UC



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# Conclusion



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**Thank You...**