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Preface

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Drawing in Architecture Education and Research

How can drawing continue to be used as a central design tool in communication, research, and representation in the future? This question was discussed at the fourth Lucerne Talks Symposium for architectural educators, “Drawing in Architecture Education and Research,” primarily among representatives from Swiss architecture schools, along with international academics and practitioners.

In these discussions, reference was made to a number of concepts including to *disegno*—the most important artistic theory of the Renaissance period, which linked the three arts of architecture, sculpture, and painting.

The question as to what extent and whether the concept developed under Vasari is still relevant today, precisely because since the Renaissance the field of architecture has been subdivided into other disciplines, which in turn has also had an impact on drawing, formed an important starting point for the discussions. The term *disegno* opened up a space for debate focused on the entangled cross-connections between drawing as employed in conceptual processes and in construction. This included the questioning of structure and power relations, such as subject and object; authorship and execution; or master and craftsperson. On the other hand, this concept of *disegno* may be a way of introducing mediating, interdisciplinary abilities to research and practice. For this reason, the capacity of drawings to stimulate discussions, to lead to new insights, or to provide directions for practice, which transcends social norms, languages, or professions, is thus essential.

The texts and drawings compiled in this publication, coming from various academic and professional contexts, describe what drawing can entail, both as an active process as well as an object to be viewed or discussed. Drawings embody an approach; they are a means of communication, a key pedagogical tool in architectural education, a research method, and a means of representation.

In concrete terms, drawings can thus explore spaces that convey particular political, economic, and social con-