Session Introduction

DECOLONIZING ARCHITECTURAL PEDAGOGIES

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Note: You may view a selection of “Decolonizing Architectural Pedagogies” paper presentations online here: https://youtu.be/9xPnNp23IWE

Session Papers

p. 7  “Freedom and the Politics of Space: Contemporary Social Movements and Possibilities for Antiracist, Feminist Practice in U.S. Architecture” (R. Chris Daemmrich, Tulane University)

p. 21 “The Architecture Curriculum Between Two Revolutions: From the West to the Islamic Curriculum” (Ali Javid, School of Design, UWA, Perth, Western Australia)

p. 36 "The Stranger in the Architectural Project on the City" (Jared Macken, Oklahoma State University)

p. 53 "Coalition Building and Discomfort as Pedagogical Strategies" (Olivier Vallerand, Arizona State University)

Not all authors submitted papers for inclusion in the conference proceedings; below are additional papers accepted into this session.

“Indigenous Lessons of Continuity and Connectivity Within the Design Studio” (David Fortin, Laurentian University)

“Repositioning Center: Methods for Shifting the Diversity Discussion to Action” (Kiwana T. McClung, University of Louisiana at Lafayette)

“Intermediate Territories: Latin American Informal Urbanism as Provocation and Pedagogical Turn” (Gregory Marinic, University of Cincinnati, and Pablo Meninato, Temple University)

"In Post-Novis All the Students are the Teacher" (Cruz Garcia, Carnegie Mellon University, and Natalie Frankowski, Carnegie Mellon University)

"Entangled Architectures: Pedagogies of Displacement and Refuge" (Huda Tayob, University of Johannesburg)