

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)