



Decolonizing Architectural Pedagogies

Chaired by Harriet Harriss, Dean of Architecture at Pratt Institute, and John Harris, Director of the OU Center for Peace and Development

Calls to *decolonise the curriculum* require students, educators and institutions to assume an active role in instigating pedagogic change within architecture and spatial design. Since the contents of architecture are epistemologically diverse and draw knowledge and processes from the humanities, the arts, the natural and the social sciences, architecture is perhaps uniquely positioned to develop transposable, decolonisation methodologies with the potential to resonate across a range of other disciplines.

Historically, the production of architectural knowledge has carried a regional bias towards the Northern Hemisphere, resulting in calls to reconsider not just who produces architectural knowledge, but where this knowledge should be situated. To challenge this, new forms of knowledge production are needed involving previously marginalised or overlooked regions, authors, audiences and spatial processes. In addition, how we capture, categorize and catalogue this knowledge needs to be reimaged, and notions of western knowledge as both neutral and normative, need to be disrupted.

The session invites papers (and other formats of expression) that examine or exemplify tentative or tested models of decolonised pedagogy; the curricula of co-authorship; regionally resituated models of architectural creation, collation, categorization and cataloguing; projects that disrupt calcified curricula or challenge exclusive spatial ideologies and values, and welcomes visionary manifestoes and mandates for institutional transformation. The critical should be balanced with the propositional, and experimental forms of presentation format will also be considered.

Questions that we are seeking to consider include:

1. *Restoring omissions*: What is missing from architecture's canon – in terms of both content and process - and how can these key omissions be restored to the canon?
2. *Radical Pedagogies*: What kinds of pedagogic tactics offer a means through which gender, class, race and ethnicity are embedded or foregrounded in design assignments, with reference to experimental case studies?
3. *Alternative methodologies*: How can we critique, challenge and re-propose modes of architectural writing and recognition? How can we equitably reconstruct architecture's canon?
4. *Sites of knowledge production*: imagining architectural curriculum-beyond-the-campus, where can and should architecture be taught and/or its knowledge situated? Who should be involved in it's (co)production – and how? What could a radical reimaging of community engagement look like?
5. *Interdisciplinary and institutional transformation*: What are the opportunities and obligations for institutions seeking to decolonise? How could decolonising architecture generate trans-disciplinary outcomes/benefits?

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Visit <http://architecture.ou.edu/schools-of-thought> for more information and to submit a proposal for this session.