SCHOOLS OF THOUGHT
Rethinking Architectural Pedagogy

March 5 – 7, 2020
A conference organized by the University of Oklahoma
Christopher C. Gibbs College of Architecture
Land Acknowledgement

Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the “Hasinais” Caddo Nation and “Kitikiti’sh” Wichita & Affiliated Tribes.

We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa and Osage nations.

Today, 39 tribal nations dwell in the state of Oklahoma as a result of settler and colonial policies that were designed to assimilate Native people.

The University of Oklahoma recognizes the historical connection our university has with its indigenous community. We acknowledge, honor and respect the diverse Indigenous peoples connected to this land. We fully recognize, support and advocate for the sovereign rights of all of Oklahoma’s 39 tribal nations. This acknowledgement is aligned with our university’s core value of creating a diverse and inclusive community. It is an institutional responsibility to recognize and acknowledge the people, culture and history that make up our entire OU Community.
Welcome

The idea for the Schools of Thought conference grew out of research into our own history of pedagogy here at the University of Oklahoma (OU). In the postwar era, faculty at OU developed a truly original approach to teaching design known as the American School. Students were taught to begin with the natural context: the slope of the land, the quality of light, and the local materials. They were instructed to earnestly respond to the program and sincerely listen to the needs and desires of each client. Most importantly, students were taught to trust their own creative instincts and avoid imitation of all kinds. Their work was hard to define stylistically but united by a commitment to resourcefulness, experimental form, and respect for context.

Today, we find aspects of the American School approach resurfacing in architectural pedagogy and practice. Designers are again considering how to be materially resourceful, design sustainably, and work sincerely with clients and sites.

More than 70 years after Goff’s arrival at OU, the “Schools of Thought” symposium seeks to extend the American School tradition of reconsidering how and what we teach our students.

To keep up with the University of Oklahoma Christopher C. Gibbs College of Architecture, follow/like us @GibbsSooner

For more information, full explanations of session talks, and poster abstracts, scan the QR code or visit https://architecture.ou.edu/schools-of-thought-conference-program

Visit our website gibbs.ou.edu to learn more about the University of Oklahoma Christopher C. Gibbs College of Architecture
DAY ONE    March 5, 2020

08:30 – 09:00 a.m.  Welcome
09:00 – 10:30 a.m.  Decolonizing Architectural Pedagogies
10:30 – 10:45 a.m.  Coffee Break
10:45 – 12:15 p.m.  Do Not Try to Remember: Pedagogy in Transition
12:15 – 01:00 p.m.  Lunch in the Sandy Bell Gallery
01:00 – 02:15 p.m.  Keynote Lecture
02:15 – 02:45 p.m.  Introduction to “Renegades” and brief tour
02:45 – 04:15 p.m.  Engaging Design-Build Pedagogy
04:15 – 04:30 p.m.  Coffee Break
04:30 – 06:00 p.m.  Participatory Design and Community Engagement
06:15 – 07:30 p.m.  Poster Presentations and Opening Reception

DAY TWO    March 6, 2020

08:30 – 10:00 a.m.  Concurrent Sessions
10:00 – 10:15 a.m.  Coffee Break
10:15 – 11:45 a.m.  Concurrent Sessions
12:00 – 01:00 p.m.  Lunch in the Sandy Bell Gallery
01:00 – 02:30 p.m.  Equity in Architectural Education Consortium Panel
02:30 – 02:45 p.m.  Coffee Break
02:45 – 04:15 p.m.  Lightning Talks
04:15 – 05:30 p.m.  Keynote Lecture
05:30 – 06:30 p.m.  Closing Panel Discussion
06:30 – 07:15 p.m.  Closing Reception

DAY THREE    March 7, 2020

10:00 – 12:00 p.m.  Architecture Tours

We will be departing from the Gould Hall Gallery at 10:00 a.m. for the scheduled tours to the Oklahoma City National Memorial and the Prairie House. These tours are for those who pre-registered only.
“A new school, probably the only indigenous one in the United States” is how the architect Donald MacDonald once characterized the school of architecture that developed under the guidance of Bruce Goff and Herb Greene at the University of Oklahoma in the 1950s and ‘60s. At the time, architecture schools in the United States followed a curriculum inspired by either the French Beaux Arts school or the German Bauhaus school. On one hand, the French model centered on studies of classical principles of design and entailed meticulous copying of the great classical architecture of Greece and Rome. On the other hand, schools such as the Illinois Institute of Technology and the Harvard Graduate School of Design adapted the Bauhaus curriculum model—known for embracing industry and abstraction in art, architecture and design—to the American context. Only the curricular experiment started by Goff at the University of Oklahoma stood apart from these two trends: it was an original and authentically American approach to architecture and pedagogy.

The work of The American School architects is contextual in its relationship to site and climate, resourceful in terms of both typical and unusual materials, and always experimental. The work of architects associated with The American School has been recognized around the world for its originality, organic forms and poetic connection to landscape. The Bavinger House designed by Bruce Goff, for example, was a spiraling form built from local stone, slack glass, and industrial cables. Inside, hanging pods encased in netting formed rooms and water features and planters eroded the distinction between inside and out. It was a home without precedent either in the history books or among Goff’s contemporaries. Today, the School of Architecture at the University of Oklahoma continues to foster individual creativity rather than copying the latest styles imported from the coasts or abroad. We do not preach a style no matter how trendy. In order to maintain a creative and open-minded culture, we recruit a diverse body of faculty with individual approaches of their own to OU. Most importantly the work of our faculty and students alike remains grounded in experimentation, resourcefulness, and context.

We invite you to join us as we consider the future of design pedagogy in the spirit of these American School “renegades.”

Welcome to Schools of Thought.
This session will examine and 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 manifestos and mandates for institutional transformation. The critical should be balanced with the propositional, and experimental forms of presenting will also be considered.

**Decolonizing Architectural Pedagogies**

*Chaired by Harriet Harriss and John Harris*

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**Harriet Harriss** is the dean of architecture at Pratt Institute. Pioneering new pedagogic models for design education has been at the forefront of her teaching, research, and writing, as well as a focus on the need to broaden participation and diversity in architecture. Dr. Harriss led the MArchD at Oxford Brookes University and has previously taught in the USA at Parsons, The New School and has run international collaborations with New York Institute of Technology, Columbia University, and the University of Detroit, Mercy.

**John Harris** is the director of the OU Center for Peace and Development. He graduated from Florida State University with a doctorate in urban and regional planning as well as a master’s of science with a concentration in urban and regional planning for developing areas. He is the author of many peer-reviewed publications, such as: Harris, J.C., & Little, S. (2019). His professional credentials include American Institute of Certified Planners, APA/AICP, Member of American Institute of Certified Planners, and Member of American Planning Association.
This session looks at our epistemology and asks what an architectural education could or should be in the 21st century. What, if any, of the persistent Vitruvian model is relevant in our post-modern condition? Do the new NAAB program guidelines offer a way forward or what do we learn from the image of our profession projected through the lens of the Boyer Report and its like? These, among other questions, will be considered.

Winifred Elysse Newman is professor and director of the Institute for Intelligent Materials, Systems and Environments at Clemson University. Dr. Newman concentrates on spatial perception in architecture, ecological psychology, and neuroaesthetics with active research in data visualization, mapping, STEM learning environments, and histories of technology and science. Dr. Newman was a Fellow at the Max Planck Institute for the History of Science in Berlin with additional fellowships from the Harvard Faculty of Arts and Sciences.

Lee Fithian is associate professor of architecture at the University of Oklahoma. Fithian’s research and teaching efforts focus on the application of biological and ecological models to architectural design. She builds connections between interdisciplinary research and architectural design to conserve and regenerate air and water in urban and suburban environments. Each of her studios carries a strong focus on the technical development and integration of analytical visualizations in order to develop “green” architecture.
Participatory Design and Community Engagement

Chaired by Dr. Justin Ferguson and Shane Hampton

This session seeks to continue moving the goals and methods of participatory design and community engagement into conventional practice, through future practitioners, so that buildings and landscapes are not just transactional products (physical) but built manifestations of outcomes (socio-cultural).

Justin Ferguson is assistant dean of the College of Architecture and Planning, at Ball State University. Ferguson serves as the executive director of the newly created Center for Civic Design, the College’s center for outreach and engagement in Indianapolis as well as across the state of Indiana. An architect and urban designer with over 20 years of professional experience across various project types and scales, Ferguson’s professional and academic focus for the past 15 years has been that of public engagement in planning and design.

Shane Hampton is director of the Institute for Quality Communities at the University of Oklahoma. He is a city planner with experience in downtown planning, tactical urbanism, urban design, and community engagement for urban and rural communities. He has served as executive director of the University of Oklahoma Institute for Quality Communities since 2015. Through IQC, he collaborates with community leaders in Oklahoma and leads teams of OU faculty and students to address built environment challenges in dozens of Oklahoma towns and cities.
If students are not blank slates and possess relevant—if unrecognized—knowledge, skills, and experiences, how can acknowledging them contribute to shape the space for teaching and learning architectural design? How do we do it now? How well are we doing it? What must be different? This session consists of several interactive parts where discussion is key. We will be coming up with solutions to the above questions as small groups to discover how equity can be attained in architectural study.

“Equity Is NOT Window Dressing: Breaking Through the Cloud of Equity Rhetoric”  
Facilitated by members of the Equity in Architectural Education Consortium

Carmina Sánchez-Del-Valle is a professor in the Department of Architecture at Hampton University. Professor Sánchez is a licensed architect registered in Puerto Rico and has worked on developing models for mapping historical districts as graphic relational databases.

Mary Anne Akers is currently dean and professor at the School of Architecture and Planning at Morgan State University. She has authored and co-authored several national and international publications and also works as a reviewer for reputed professional journals.

Joana Dos Santos (she/her/hers) is chief diversity, equity and inclusion officer at Taubman College of Architecture and Urban Planning at the University of Michigan. Dos Santos started her 15-year career as a community organizer who fought for comprehensive immigration reform, organizing and facilitating peaceful demonstrations in Washington, D.C. and Massachusetts.

Stephanie Pilat is a designer and architectural historian whose teaching and research examines points of intersection between politics and architecture. Pilat is an associate professor and director of the Division of Architecture at the University of Oklahoma.
While design-build has a long history, the questions facing educators in design-build programs have evolved dramatically in the last few decades. How, for example, should we balance client needs with student learning objectives? Who do community-engaged design-build projects serve? How do we empower students through the design-build process in shaping their agency as developers and clients? What are ways in which the design build process can be used to generate new knowledge, as a form of applied research?

Christian Dagg is head of the School of Architecture, Planning and Landscape Architecture at Auburn University. Dagg has taught at the Boston Architectural Center, Northeastern University, and Auburn University. He is a principal of Hinson + Dagg Architects, a firm recognized with AIA design awards at the local and state level for their attention to typology, materials and innovative response to context. Dagg joined the faculty of Auburn University’s School of Architecture, Planning and Landscape Architecture in the fall of 2000.

Hans E. Butzer is dean of the Christopher C. Gibbs College of Architecture at the University of Oklahoma. He designed one of the most iconic public places created in his generation in OKC: the Oklahoma City National Memorial. He then followed that up with other landmark projects, like the exquisite Oklahoma City Skydance Bridge. Butzer’s fingerprints are all over the transformation that has occurred in Oklahoma City in the early 21st century. He has imbedded himself in public boards and commissions and on committees that have charted a vision for the metropolis.
Fred Jones Jr. Museum of Art
Est. 1936

The University of Oklahoma’s Fred Jones Jr. Museum of Art is one of the finest university art museums in the United States. Strengths of the over 20,000-object permanent collection (including the approximately 3,300-object Adkins Collection and the more than 4,000-object James T. Bialac Native American Art Collection) are French Impressionism, 20th-century American painting and sculpture, traditional and contemporary Native American art, art of the Southwest, ceramics, photography, contemporary art, Asian art, and graphics from the 16th century to the present. The museum has become well known for its fine art collections, including paintings, sculptures, paper work, and photographs.

Gibbs College of Architecture
Est. 1916

The Christopher C. Gibbs College of Architecture, whose oldest program was established in 1916, supports a future in which all communities are designed for resiliency and empowered to maximize their social, economic and environmental well-being. The Gibbs College of Architecture educates more than 600 students through undergraduate, master’s, and doctoral programs across seven academic units in Architecture, Construction Science, Environmental Design, Interior Design, Landscape Architecture, Urban Design and Regional and City Planning.
Pick up registration packet in the lobby of the Fred Jones (FJJMA)
Refer to pg. 28 for a map of FJJMA

8:30–9

Welcome

Land Acknowledgement and Song

FJJMA Auditorium

Alecia Buffington
Warren Queton

Alecia Buffington is a fifth-year architecture student at the University of Oklahoma. While pursuing her bachelor’s degree, she has taken upon the roles of Bruce Goff Chair of Creative Architecture assistant and president for the National Organization of Minority Architecture Students. She has assisted with symposiums at Gibbs College and sent a student design team to a national design competition in Brooklyn, N.Y. Her aspirations after graduating this spring are to become a licensed architect and work with Native American communities.

Warren Queton Since 2016, Warren Queton has served as the University of Oklahoma’s first tribal liaison officer. The mission of the Tribal Liaison Office is to foster respectful and mutually productive relationships between Oklahoma tribes, the students, the University, the community and campus stakeholders through culturally appropriate research, outreach and programming. The office works to develop, recognize, connect, promote, and facilitate protocols of reciprocity as they relate to tribal sovereignty and Indigenous higher education.

9–10:30

Decolonizing Architectural Pedagogies

FJJMA Auditorium

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

Decolonizing Practice: Teaching Design Justice as Self-Determination

R. Chris Daemmrich,
Just Architecture Workshop

Indeterminate Territories: Latin American Informal Urbanism as Provocation and Pedagogical Turn

Gregory Marinic,
University of Cincinnati

Pablo Meninato,
Temple University
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<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<td>10:30–10:45</td>
<td>Coffee Break</td>
<td>FJJMA</td>
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<td>10:45–12:15</td>
<td><strong>Do Not Try to Remember:</strong></td>
<td>FJJMA Auditorium</td>
<td><strong>Pedagogy in Transition</strong></td>
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<td><em>See pg. 5 for session overview</em></td>
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<td><strong>Becoming Cosmopolitan Citizens</strong></td>
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<td><strong>Architects: A Report From the Deans</strong></td>
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<td>of the Schools of Architecture of the Nordic Baltic Academy of Architecture</td>
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<td><strong>A Template for a Speculative Pedagogy</strong></td>
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<td><strong>Computational Literacy: A Pedagogical Framework for 21st Century Making and Thinking</strong></td>
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<td><strong>Architecture Revisits Math &amp; Science – Computation in a Visual Thinking Pedagogy</strong></td>
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<td>12:15–1</td>
<td><strong>Lunch</strong></td>
<td>Sandy Bell Gallery</td>
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For more information, full explanations of session talks, and poster abstracts, scan the QR code or visit https://architecture.ou.edu/schools-of-thought-conference-program
1–2:15  
**Keynote Lecture**

*FJJMA Auditorium*

Professor Joan Ockman

**Joan Ockman** Prior to becoming a full-time member of the faculty at the University of Pennsylvania Stuart Weitzman School of Design, Joan Ockman taught at Columbia University’s Graduate School of Architecture, Planning and Preservation for over two decades and served as director of Columbia’s Temple Hoyne Buell Center for the Study of American Architecture from 1994 to 2008. She was honored by the American Institute of Architects for collaborative achievement and named a Fellow of the Society of Architectural Historians in 2017.

2:15–2:45  
**Renegades: Bruce Goff and the American School of Architecture**

*FJJMA Records Gallery*

Introduction and exhibition tour

*See pgs. 13 & 14 for details*

2:45–4:15  
**Engaging Design-Build Pedagogy**

*FJJMA Auditorium*

*See pg. 8 for session overview*

- **Beyond the Build**
  - *Christopher Trumble, University of Arizona*
- **Theory and Design-Build**
  - *Ted Cavanagh, Dalhousie University*
- **From Project to Project: The Opportunities and Challenges of Place-Based Research**
  - *Mackenzie Stagg, Auburn University*
- **Agency in the Education of an Architect: Models of Engagement Toward Empowering Students**
  - *Michelle Pannone, Marywood University*

4:15–4:30  
**Coffee Break**

*FJJMA*
Renegades: Bruce Goff and the American School of Architecture showcases the radical pedagogy and practices that emerged from Oklahoma in the mid-century. The exhibition includes over 150 drawings, documents and objects, many of which are drawn from the newly created American School Archive in the OU Libraries Western History Collection. Original drawings by students and architects of the American School highlight the creativity and originality of this work. Organized into three sections, the exhibition tells the story of dramatic change in architectural education. From Beaux-Arts to Bauhaus, the first section highlights the evolution in American architecture schools at the time. The second section, Bruce Goff and the School of Architecture at OU, showcases the curriculum and student work produced at OU as well as the work of faculty at the time. Bruce Goff and His Legacy, the third section, highlights the built works of American School architects around the world.

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4:30–6

**Participatory Design and Community Engagement**

*See pg. 6 for session overview*

**Igniting Community Through Engaged Teaching**

In Order to Understand People, First Pretend to be a Hammer: The Utility of Improvisational Theatre and Non-Human Design Scholarship to Overcome Bias in Undergraduate Studio Exercises

**Putting Participation into Practice:** Strategies for Evolving Architecture

The Hidden Ground: Pawnee Natives Uncovering the Ecology of Their Ancestral Wisdom to Augment the Design Process

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**Original Renegades**

Under the leadership of Bruce Goff (1904-82), Herb Greene (b. 1929), Mendel Glickman (1895-1967), Elizabeth Bauer Mock (1911-98), and others, OU faculty developed a curriculum that emphasized individual creativity and experimentation. Students were taught to look to sources beyond the accepted canon of Western architecture and to find inspiration in everyday objects, the natural landscape, and non-Western cultures such as the designs of Native American tribes. The results of this pedagogical experiment—the fantastic environments imagined on paper and through built works—are characterized by experimental forms, attention to context, and material resourcefulness. The architects of the American School have long been characterized as renegades, iconoclasts, and apostates.
6:15–7:30

**Poster Presentations and Opening Reception**

- **Anotherness in Design Education: Studying Across Cultures**
  - Gould Hall
  - Buskuhl Gallery rm. 130
  - Sarah A. Ra, Oklahoma State University

- **campARCH: Building Blocks**
  - James Michael Tate, Texas A&M University

- **Comics: A Visual Format for Co-Teaching Design and Writing**
  - Sacha Frey, Robert Brackett, Pratt Institute

- **Design Thinking Circularity Between Analog and Digital**
  - Otto (Adulsak) Chanyakorn, Kansas State University

- **Love Stack: Engaging Design-Build Pedagogy**
  - Jason Scroggin, University of Kentucky

- **The Kindergarten Hypothesis**
  - Connor Evan Hopper, University of Oklahoma

- **Urban Cogeneration Pedagogy for Architecture Curriculum**
  - Samia Kirchner, Morgan State University

- **What Stylus Should We Draw? Notes and Prospects for Digital Tablet-Based Design Drawing**
  - Grant Alford, Kansas State University

- **Pulp Architecture Goes to Oklahoma**
  - Roger William Connah, J.P. Maruszczak, University of Texas at Arlington

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Pick up registration packet in Gould Hall Buskuhl Gallery, rm. 130
Refer to pg. 29 for map of Gould Hall

8:30–10

**Concurrent Sessions**

**Do Not Try to Remember: Pedagogy in Transition**

Architecture in the Anthropocene: Towards an Ecological Pedagogy of Parts and Relationships

Design Research Methods—Applied Theory and Studio Practice?

Doing the Right Thing

**Engaging Design-Build Pedagogy**

Design Build as a Scholarship (Three Case Studies)

Developing Intent and Application Through Virtual Design Build

CLOUDS OF WOOD: A Columbian Design-Build Experience

**Participatory Design and Community Engagement**

Engage, Design, Implement, Transform: Lessons Learned During Ten Years of Participatory Design and Community Engagement

Contested Territories: Evaluating the Limits and Liberties of Design (and Designers) in Public Space

Design with People: Adapting Interdisciplinary Surrogate Models of Participatory Design
10:15–11:45  Concurrent Sessions

Decolonizing Architectural Pedagogies continued
Coalition Building as a Pedagogical Strategy
In Post-Novis, All the Students are the Teacher
The Stranger as Decolonizing User of the City, Class, and Discipline
Entangled Architectures: Pedagogies of Displacement and Refuge

Do Not Try to Remember: Pedagogy in Transition continued
Pedagogy in the Wild: A Field Guide to Contemporary Architectural Education
Reviewing Digital / A Critique of the Static Crit

Gould Hall
Gould Hall Dean’s Suite, rm. 185
Olivier Vallerand, Arizona State University
Cruz Garcia, Natalie Frankowski, Carnegie Mellon University
Jared Macken, Oklahoma State University
Huda Tayob, University of Johannesburg

Gould Hall Library
rm. 115
Bradley Horn, The City College of New York
Jonathan Scelsa, Pratt Institute

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10:15–11:45 Concurrent Sessions continued

Engaging Design-Build Pedagogy continued

Design-Build Studio: Empowerment to Confront Stereotypes

Design-Build’s Intangible Learning Outcomes: Developing Soft Skills

Empowerment, Access, and Equity: Lessons from a Required Foundation Design-Build Studio

Participatory Design and Community Engagement continued

Community Engagement and Service-Learning Reciprocity

Engagement as Theory: Architecture, Planning, and Placemaking in the Twenty-First Century City

12:15–1 Lunch provided with registration

FJJMA Sandy Bell Gallery

1–2:30 Equity in Architectural Education Consortium Panel

See pg. 7 for session overview

For more information, full explanations of session talks, and poster abstracts, scan the QR code or visit https://architecture.ou.edu/schools-of-thought-conference-program
Lightning Talks

Track 1: Rethinking Curricula

From the Ground Up: Creating a Culture to Steer Pedagogy at a Large School


Thermal Delight and the Anthropocene

The City as a Board Game: Notes on Working with a Virtual Dimension in the Design Studio

The Value of the Novice: Applied Research Through Design-Build

Provocation: Architectural Research as a Dialectic Discussion

Snapshot: Is Doing Architecture, Doing Research?

FJJMA

Classroom B80

James Michael Tate, Andrew Tripp, Texas A&M University

Elena Rocchi, Kristian Kelley, Arizona State University

Alex Timmer, University of Wisconsin – Milwaukee

Kim Helmersen, ETH Zurich

Emily R. Baker, University of Arkansas

Liz Martin-Malikian, Kennesaw State University

Liz Martin-Malikian, Elizabeth Martin, Kennesaw State University
Lightning Talks continued

Track 2: Rethinking the “Classroom”

Orientation Theater, rm. 185

Groundforms: Architectural Constructions of Ground After the Digital
Zachary Tate Porter, University of Nebraska-Lincoln
Keith Peiffer, Oklahoma State University

IMAGE FATIGUE

INTERIOR TOPOGRAPHIES: Towards a New Typology of Spatial Occupancy
Rana Abudayyeh, The University of Tennessee, Knoxville

Local Knowledge: Learning from Landscape Architecture and Deliberative Democracy
Katie Kingery-Page, Kansas State University

Landscape as Political Access to Architecture
Dragana Zoric, Pratt Institute

Naturally Brutal: Landscape as Icon
Dragana Zoric, Pratt Institute

Off the Wall: The Legacy of Architecture Exhibitions
Ellen Donnelly, University of Nebraska-Lincoln

Resourcefulness of Constraints
Paolo Sanza, Oklahoma State University

Sapienta
Paolo Sanza, Oklahoma State University

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2:45–4:15  Lightning Talks continued
Track 3: Rethinking Media and Methods

3rd Generation 3D Modeling:
The Influence of Highly Curated Interfaces on Design

Revising Form:
On a New Definition of Form in Architecture

Digital Pedagogy for Architectural History

OPEN Platforms:
Changes in Architectural Education

Preparing for the Online Architectural Practice

Student Perspective:
Understanding and Utilizing the Methodology Behind Building Information Modeling in Academia

Critical Cinematic Communications:
A Mode of Urban Observation

Fun Palace Realized

Rapid, Responsive Design:
SITREP at Design Studio

FJJMA
Library, rm. 148

Damon Leverett,
University of Arizona

Grant Alford,
Kansas State University

Jeffrey Lieber,
Texas State University

Yoonjee Koh,
Boston Architectural College

Mark Rukamathu,
Boston Architectural College

Donovan Linsey,
University of Oklahoma

Seung Ra,
Sarah Ra,
Oklahoma State University

Michael Su,
Pratt Institute

Michael Su,
Carla Leitao,
Pratt Institute
Lightning Talks continued

Track 4: Rethinking Boundaries

Teaching Color Now
Karen Cordes Spence, Drury University

The Academy as a Facilitator in Re-Making Architectural Knowledge
Karen Cordes Spence, Drury University

Developing Resources for Design Students
Karen Cordes Spence, Drury University

Student as Site: Inclusive Design Pedagogy
Emily Wettstein, Harvard University

Five Points of Informality
Ashley Bigham, Ohio State University

Dialogic Pedagogy: Talking Ourselves Out of Paternalist Structures
Suzannah Grasel, Architects Lewis + Whitlock

REDEFINING BOUNDARIES: #ThisIsNotAWall
Ane Gonzalez Lara, Pratt Institute

Field
Ane Gonzalez Lara, Mrinalini Aggarwal, Swati Piparsania, Pratt Institute

Political Turns: From Spaces of Detention to Spaces of Consumption in Montevideo, Uruguay
Federico Garcia Lammers, South Dakota State University

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Sharon E. Sutton is an activist educator and public scholar who promotes inclusivity in the cultural makeup of the city-making professions and in the populations they serve. Sutton, who previously practiced architecture in New York City, was the 12th African American woman to be licensed to practice architecture, the first to be promoted to full professor of architecture, the second to be elected a Fellow in the American Institute of Architects (AIA), and the first to be president of the National Architectural Accrediting Board.

Angela Person is director of research initiatives and strategic planning for the Christopher C. Gibbs College of Architecture at the University of Oklahoma and lecturer in the OU Department of Geography and Environmental Sustainability. In her role as director of research, she supports the Gibbs College in leveraging its resources to drive development of thoughtful, sustainable and experiential solutions to the design problems of the future. She also serves as the Ph.D. program coordinator for the PhD in Planning, Design and Construction.

Anthony J. Cricchio joined the faculty at the College of Architecture at the University of Oklahoma as an assistant professor in the fall of 2008. Professor Cricchio holds a bachelor of science degree in architecture (1993) and a master of architecture (1995) from the University of Texas at Arlington. He has practiced in the Dallas/Fort Worth area with Corgan Associates. Cricchio believes that teaching architecture is an extension of his own inquisitive nature and is evident in his pedagogical approach to the design studio.
10–12 p.m. **Tours of Local Sites**

**Gould Hall**
Buskuhl Gallery rm. 130

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**Oklahoma City National Memorial**
Oklahoma City
Designed by Hans E. and Torrey Butzer
Completed 2000

The outdoor symbolic memorial is a place of quiet reflection, honoring victims, survivors, rescuers, and all whose lives were changed forever on April 19, 1995. It encompasses the now sacred soil where the Alfred P. Murrah Federal Building once stood, capturing and preserving the place and events that changed the world.

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**Prairie House**
Norman, Oklahoma
Designed by Herb Greene
Completed 1961

An important piece of American architecture history, the Prairie House abode references everything from primordial creatures to protective shelters and futurist objects, with its curved silhouettes and quirky, wood shingled surfaces. The soft textures, human scale, warm color, and lifelike rhythms contribute to a feeling that the house is, in some way, human.
MARCH 7, 2020

Notes, sketches, ideas, etc.
How do I access the WiFi?
To access OUGuest, select it from the list of available networks and then open your web browser. Follow the onscreen prompt to agree to the license terms and obtain access. This network is intended only for non-OU community members.

Where can I grab coffee?
The Bookmark – Located on Lower Level 1 of Bizzell Memorial Library, this is the most convenient coffee location from Gould Hall.
Starbucks – Located in the Oklahoma Memorial Union, Starbucks is the most convenient location from the Fred Jones Jr. Museum of Art.
Second Wind Coffeehouse – Located on campus corner, Second Wind is a pay-by-donation coffee shop that is a nonprofit, donating their proceeds to charities around Oklahoma. It is the second-most convenient location from the FJJMA and is a quiet environment to work in off campus but still within walking distance.

Restaurants on campus?
The Union – Offering Crossroads, The Laughing Tomato (delicious vegan and vegetarian options), Quiznos, Chick-Fil-A, Baja Fresh, Starbucks, the Union Market, and The University Club, the Union has the largest selection of campus restaurants.

Restaurants on Campus Corner?
Louie’s Grill & Bar, Pickleman’s, TEA Café, O’Connell’s, Hideaway, Fuzzy’s Taco House, Pepe Delgados, Starbucks, New York Pizza, Hurt’s Donuts, Greek House, Thai Delight, Pho Winner, Chipotle, Coolgreens, and more– there’s a little something for everyone!

Where are quiet places to work?
The Great Reading Room – Located on the fifth floor of Bizzell, this is often referred to as the quietest place on campus. It is a work-only silent environment with a gorgeous atmosphere.
Beaird Lounge – A quiet lounge located on the second floor of the Union, Beaird is a spot often reserved for homework and naps.
Gould Hall Living Room – Complete with tables, chairs, and comfy couches, it is a convenient spot to catch up on work before meetings and conference talks.
First Floor

1. Lobby/Registration
2. Orientation Theater, rm. 185
3. Library, rm. 148
4. Edwin A. and Fay Davis Deupree Gallery

Baseement

5. Dee Dee and Jon R. Stuart Classroom, rm. B80
6. Auditorium
7. Sandy Bell Gallery
8. Records Gallery

Legend:
- Elevator
- Restrooms
- Emergency Exits / Stairs
- Schools of Thought Event Facilities
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The Gunning Family

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Fred Jones Jr. Museum of Art

Christopher C. Gibbs College of Architecture, University of Oklahoma

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