ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:
Architectural Education without Discipline

• Author(s) Name:
Ane Gonzalez Lara

• University or Company Affiliation:
Pratt Institute

• Abstract (300 words):
In architecture, as in many other fields, the hegemonic pedagogies utilized in the classroom are rooted in western schools of knowledge. The Bauhaus and École des Beaux-Arts still have their imprint in today’s architectural education and professional practice. This imprint is not only present in the references that students are fed continuously with but also in the organization and makeup of juries, standard grading systems, and policing techniques, among many more.

In order to create non-oppressive learning spaces that promote happiness when learning, this paper advocates for an architectural education without discipline by building upon theories of pedagogic decolonization and practical case studies. Proposing four lenses through which pedagogues can reframe and question power structures in the classroom and create democratic spaces of learning, in the paper, discipline is understood as both field of knowledge and authoritarian power.
The four lenses developed in the paper propose methods to enable freedom to learn and explore beyond disciplinary boundaries, encourage learning that is not based in punitive or reward-based systems, allow for personal lived experiences to enter the classroom and promote collaboration and co-creation. The paper and presentation are aimed at faculty seeking to implement the four lenses and create non-oppressive learning spaces and at students willing to challenge the current authoritarian and punitive learning system that they may be participating in.

• Author(s) Biography (200 words each):

Ane Gonzalez Lara is an assistant professor of undergraduate architecture at Pratt Institute’s School of Architecture. Ane is the co-founder of Idyll Studio. Her professional work with Idyll balances social and cultural concerns with extensive formal and material research. She has developed academic research initiatives as part of her studio teaching that have examined the United States-Mexican border and the Korean demilitarized zone, and she has attended conferences on these topics including a roundtable at the 2018’ Venice Biennale.

She received her Master equivalent degree from the Escuela Técnica Superior de Arquitectura in Navarra, Spain. She is a registered architect in Texas and Spain. Prior to working at Pratt, she taught at the University of New Mexico and the University of Houston. At Pratt, Ane is the third-year design studio coordinator and she is also involved in several Pratt DEI initiatives such as: Decolonizing the Review; Decolonizing the Curriculum, and COMPOSE. She is also part of Pratt’s Inclusive Ecologies incubator team.

Her research interests include pedagogy, and social and climate justice topics as they relate to the built environment. She is the co-editor of the book The Routledge Companion to Architectural Pedagogies of the Global South that will be published in summer 2021. She was recently selected as one of the editors of the Architectural League of New York’s American Roundtable project to feature the voices of border communities and map environmental justice in New Mexico. Her design work has also won multiple international design competitions on interdisciplinary faculty teams.